

**The Regent's School, Pattaya
Thailand**

Secondary Parents' Handbook

August 2009



World School

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Mission Statement

The Regent's community provides a secure and nurturing co-educational day and boarding environment. Each student is challenged to develop the skills and values necessary to become responsible, positive contributors to society.

School Aims

The aim of The Regent's is to provide an academic, social, moral, physical and spiritual environment that provides international students with the best possible atmosphere for learning, in order to help develop the skills they need to become productive and well-rounded citizens of the world. In such an undertaking, The Regent's is committed to the idea of quality education by providing students and parents with an outstanding learning centre, and professional teachers who will assist in all aspects of the students' education.

School Goals

It is essential that the school should provide an excellent academic education so that each student is able to achieve the highest level of which he or she is capable. It is expected that The Regent's students will go on to further courses of learning at universities or other institutions. To this end, the school offers career guidance and information to all senior students.

At the same time, students need to develop good personal and social values which lead to maturity, self-discipline, self-evaluation and the acceptance of responsibility for themselves and for others. To help them achieve this, The Regent's provides a strong programme of challenges and activities outside the classroom, by which means leadership and service to others, as well as personal initiative, are encouraged. Part of this extra-curricular education is achieved through sport and physical fitness, which encourages physical and mental health, teamwork and co-operation.

All of this is important as we achieve our goal of creating the spirit of understanding, respect and goodwill among young people of different races, creeds and cultures who will become the leaders in the international world of the future.

School Objectives

All pupils concentrate on learning the correct forms of written and spoken English and develop the confidence necessary to make the maximum use of their skills. They learn to develop their personal talents, especially in the area of creativity, music and art, aesthetic and imaginative awareness. Students must be well disciplined and self-disciplined. Therefore they must respect their own culture and the cultures of others. In addition they must respect the school environment. Our young people must discover their spiritual strengths and capacities. In all things, the objective of the school is to maximise the effectiveness of the potential which exists in every person.

Absences

Students are not permitted to be absent from class, or school, at any time unless they have the permission of their parents or guardians. Students not in class at any time will need to have written permission from a teacher in the "Absent From Class" register in the back of their *Student Diary*. Parents or guardians are requested to provide a note (and a medical certificate for absences of over two days) to the Form Tutor.

Students leaving school during the day need written permission from their Key Stage Coordinator, the Head of Secondary or the Headmaster.

Activities

A series of compulsory Activities run after school each Monday and Thursday from 3:40 to 4:30 pm. The Activities run for a whole term, except for Term 1 where they run for half a term. As such students will select up to 8 Activities each year. The activities are grouped into the **Honours** categories and students are required to take AT LEAST one activity from each category each year.

Term 1 Session I: Thursday 3 September to Thursday 15 October, inclusive
 Session II: Monday 27 October to Thursday 3 December, inclusive

Term 2 Monday 11 Jan to Thursday 1 April inclusive

Term 3 Monday 3 May to Thursday 14 June, inclusive

Some examples of **Academic** activities are:

Science Club, Study Skills, Soduku, Poetry Club.

Some examples of **Round Square** activities are:

Service Trips, International Award, Peer Support, Organisation for Loy Krathong celebrations.

Some examples of **The Arts** activities are:

Orchestra, Choir, Soul Band, Theatresports.

Some examples of **Sports** available are:

Football, Basketball, Golf, Tennis.

All staff are expected to take at least one activity per week on Monday and/or Thursday. Activities which operate on other days are at the discretion of the teacher concerned and do not count as a commitment to "Activities" (and are not to clash with meetings which that teacher is expected to attend). This is a necessary restriction as the Activities programmes on Monday and Thursday need to be as rich and extensive as possible.

Amnesty International

Amnesty International is a global organization concerning human rights issues from all over the world. Amnesty fights against violations of human rights (e.g. freedom of speech, the right for medical care, etc.). More specific cases would include honor killings in 3rd world countries or under-minimum-wage pay for plantation workers in tropical countries.

There are hundreds of Amnesty Clubs around the world; one of them is in our school: The Regent's School Amnesty International Club. Here at the Regent's , we want to be more practical and improve the condition of human rights near our homes rather than focus on things that we have no control over. Despite this, we still act as a pressure group.

Here are some of our ongoing projects:

- The slum project. Every Monday we send a group of students from our club to the slums in southern Pattaya. The children that live there have nothing. What we do is to focus on their rights to education so we sit down with them and teach them basic Math, Science and English.
- The bottle project. We set up special bins around the school for people to throw their empty plastic bottles into. These bottles go to Baan Jing Jai orphanage where they are sold for money and are recycled.
- The prison project. We plan to send a group of students to the prison in Pattaya every month in order to improve conditions there and make sure no human rights are violated.

All who are interested and eager are welcome to join.

Assessment

Presentation, Marking and Grading of Work

Condition of exercise book and diary

- Exercise books and diaries should be properly labelled and free from graffiti.
- The cover should be intact.

Page lay-out (Key Stage 3 and 4)

- Work should be headed with Classwork/Homework, Title and Date.
- Headings and subheadings should be underlined, using a ruler, in pencil or a different coloured pen.
- Finished work should be ruled off (where appropriate)
- Pages should not be wasted. (Students should appreciate a sense of the 'worth' of paper).

Presentation

- Handwriting should be legible.
- Drafts or notes can be in pencil or coloured pens to enhance note-making.
- Final submissions of written homework (in the exercise book or on loose paper) should be in blue or black ink (pen or biro) or printed from a computer.
- Diagrams should be drawn with ruler and compasses where appropriate.
- Students should be encouraged to feel a sense of pride in work, which bears their name.
- Liquid paper (tippex) is not allowed at school. Correction tape is acceptable.
- Pages should never be torn out of exercise books or diaries.

Marking

- Students are graded as follows.

| | |
|--------------------|------------------|
| Attainment: | Effort: |
| A = Exceptional | 1 = Exceptional |
| B = Very Good | 2 = Very Good |
| C = Good | 3 = Good |
| D = Satisfactory | 4 = Satisfactory |
| E = Poor | 5 = Poor |

Note:

These Attainment and Effort grades are for teachers to use as tools for ongoing assessment and progress and should be interpreted by each student as indications of progress.

Assessment and Evaluation Policy

Rationale

At The Regent's School, Pattaya, the student is the focus of assessment and evaluation which are seen as integral and valuable parts of the learning process.

Purpose

The purpose of assessment and evaluation is to monitor student progress, to inform teaching and learning programmes and give feedback to students and their families. This Policy outlines the principles of sound assessment, the types and methods of assessment, the recording and evaluation processes undertaken and how assessment results are used to improve students learning and the quality of learning programmes. It includes how progress is reported to parents as well as through transitions within Key Stages.

Students assessed as having special needs will be identified by the assessments and specific programmes implemented to meet their needs.

Principles of Assessment

All good assessment is built upon the following basic principles:

- The purpose of the assessment should always be explicit.
- Best interests and progress of the student should be paramount.
- Where possible, assessment should be an integral part of the learning process.
- Assessment information should be shared with the student at the time of the event or as soon as possible afterwards.
- Assessment should be on-going, accurate and as objective as possible.
- Assessment should take many forms, gathering information from several contexts, and using a variety of methods according to the needs of the student and the nature of what is being assessed.
- The forms of assessment should be appropriate for the knowledge, skills or attitudes to be assessed.
- Effective assessment takes into account varied learning styles and cultural expectations, especially for the student whose first language is not English.
- Assessment activity should be appropriate to the age and developmental level of the student.
- The assessment activity should be valid and authentic and results should be capable of being communicated clearly.
- The assessment programme should prepare students thoroughly for external assessment such as IGCSE/GCSE and the IB Diploma.

We believe that methods of assessment and evaluation should meet the following criteria:

- Involve students in a communication between learner/teacher.
- Are positive to the learner.
- Clearly identify what students know and what they need to know.
- Identify ways students learn - their modes of learning.
- See students as individuals.
- Encourage students to monitor their own learning and development, and set their own goals.
- Be consistent through the school.
- Give accurate information with which when analysed, identifies school wide strengths/needs.
- Relate to the English National Curriculum or IGCSE/GCSE prescription or IB Diploma prescription
- Acknowledge students strengths and creativity.
- Involve agreed learning outcomes.
- Enable the school to up-date resources to meet needs.
- Inform and involve parents.

Types of Assessment

- **Diagnostic assessment** enables teachers to discover what students know and can do. It is also used to target difficulties that students may be having to determine their precise nature and scope, and to plan further learning activities designed to meet the needs of those students. This can be done in a range of ways, from carefully prepared tests to simple questions and answers involving an individual student in the classroom.
- **Formative assessment** is an integral part of the teaching and learning process. It is used to provide the student with feedback to enhance learning and to help the teacher understand students' learning. It helps build a picture of a student's progress, and informs decisions about the next steps in teaching and learning. It can take a variety of forms, such as observations, comments on a presentation, conferencing or interview, or the analysis of test results.
- **Summative assessment** is usually carried out at the end of a block of study to provide an indication of the student's achievements. This is generally more structured curriculum activity than formative assessment.

These three types of assessment are not necessarily exclusive. Sometimes it is difficult (and of little value) to differentiate between diagnostic and formative assessment. Whenever a formal assessment activity is undertaken, the student should be aware of its purpose and of how the assessment will be carried out. Assessments will be analysed to identify individuals, class and school wide strengths and weaknesses.

Evaluation

Evaluation is the process of making a judgement about the effectiveness of a teaching and learning programme, or about an individual's progress, based on assessment information.

Once sufficient information has been collected, assessment data is analysed and evaluated:

- To review a student's progress (as a co-operative exercise between teacher(s), student, and at times, parents).
- To review the effectiveness of an assessment activity (in interpreting the results of an assessment activity, teachers should consider whether the results say more about its effectiveness than about the student's achievement).
- To review the effectiveness of a learning activity (for example, did the assessment results indicate that the learning activity was effective?).
- To review the effectiveness of a teaching programme (for example, how should the teaching programme be amended in the future?).
- As part of a school review.

Primary to Secondary

Scheduled meetings will take place through the year to discuss current Key Stage 2 work and the transition into Year 7. These meetings will take place between the Deputy Head Secondary and Deputy Head Primary. Other parties involved will include the Key Stage 2 Coordinator (Upper), Key Stage 3 Coordinator and Guidance and Counselling Coordinator.

The end of Key Stage 2 assessment data:

- A completed assessment sheet showing English National Curriculum levels for core subjects and SAT results. The data will be used to aid setting, ESL provision, writing IEPs where necessary and general subject planning.
- Anecdotal information from Year 6 teachers and any additional targets in the core subjects set by them.

Calendar

Several calendars exist of school events. The *Student Diary* has a full calendar for the academic year, a copy of which is included in this handbook in the appendix II. Additions and changes may well be made during the year as the need arises, details of which will appear in the *Secondary Newsletter*. Parents are encouraged to amend their copy of the calendar accordingly.

Code of Conduct – Years 7 to 11

Being a responsible member of The Regent’s School community

The Regent’s expects each student to cooperate fully by taking responsibility for his or her own progress through preparation for, and participation in, all classes he or she attends. This requires showing concern for the need of others to pursue their studies without interference, behaving appropriately at school both within and outside the classroom, and respecting the authority of all teachers and other members of staff.

It is essential that students develop respect for themselves as individuals and as students of the school. The Regent’s therefore requires students to conduct themselves at all times in a manner which will enhance their reputation and that of others at The Regent’s. There is zero tolerance for verbal and non-verbal abuse. There is also zero tolerance for illegal behaviour.

Students are expected to:

- Treat members of the school community and visitors with courtesy.
- Respect and take responsibility for school property.
- Wear the school uniform correctly.
- Conduct themselves at all times in a manner which will enhance their own reputation and that of The Regent’s School, Pattaya.
- Be punctual and attend all classes, unless illness or approved absence prevents attendance.
- Remain on the school property throughout the day unless permission to leave is granted by the appropriate Key Stage Coordinator or the Head of Secondary.
- Be diligent in their studies and complete set homework to the best of their ability.
- Use this *Student Diary* effectively and ensure that it remains in good condition. No graffiti or covering of any kind is acceptable.
- Abide by the discipline procedures of the school.
- Complete a ‘**Permission to Miss an Academic Class**’ form in cases of known, or anticipated, absence.

The student, a parent/guardian, the Form Tutor and Key Stage Coordinator all sign an agreement to work within this Code of Conduct. It is included in the *Student Diary*.

Commendations

Students will receive a commendation from members of staff for any deeds deemed worthy, such as working well in class, achieving well, doing good deeds around the school etc. When a student receives a commendation they are to record it in the back of their *Student Diary* in the “Commendation Register” and then show it to their Form Tutor who will endorse the award by signing the register. When a student has had 10 Commendations endorsed the Key Stage Coordinator will award a special certificate. The certificates are as follows:

Bronze 10 commendations

| | |
|----------|------------------|
| Silver | 20 commendations |
| Gold | 30 commendations |
| Platinum | 40 commendations |

For each certificate a student is presented with they are awarded 5 Honours points. A special plaque is awarded to any student receiving over 50 commendations in one year; this is worth another 5 Honours points.

Cross Curricular Themes – Key Stage 3

Cross-curricular Themes (CCTs) link several areas of study, which strengthens learning through connections across subjects and also with co-curricular activities and events. Form Tutors will include links to CCTs during appropriate Form Tutor periods, links will also occur with Round Square projects and activities and the Outdoor Education programme will also address the theme if possible during the annual trip to Koh Chang. At the end of each term a Tutor Period is dedicated to reviewing the theme for the term.

For each year level in Key Stage 3 there is a specific theme for each term.



Racism

| | |
|---------------|--|
| Year 7 | Term 1 – This is Thailand Term 2 – Planet Earth Term 3 – Health |
| Year 8 | Term 1 – Racism Term 2 – Weather and Climate Term 3 – Friendship |
| Year 9 | Term 1 – Poverty Term 2 – Conflict Term 3 – The Environment |



Friendship



Conflict

Curriculum: English National Curriculum – Key Stage 3

Year 7 to 9 students study the following subjects:

- English or ESL (5 periods)
- Mathematics (5 periods)
- Science (5 periods)
- Thai, Spanish, Mandarin or French (4 periods)
- Art (2 periods)
- Design and Technology (2 periods)
- Drama (2 periods)
- Geography (2 periods)
- History (2 periods)
- Information Technology (2 periods)

- Literacy (2 periods)
- Music (2 periods)
- Physical Education (2 periods)
- Thai Language For All (1 period)
- Form Tutor (1 period)
- Assembly (1 period)

All Key Stage 3 students at The Regent's School follow the English National Curriculum. The subjects are divided into Attainment Targets (e.g. in Science: Physics, Biology, Chemistry and Scientific method) and these Attainment Targets state exactly what students should know. Each Attainment Target is divided into Levels, from Level 3 up to Level 7 (but in Mathematics to Level 8).

At the start of Year 7 the average student is working at around Level 4. By the end of Key Stage 3 (Year 9) most students would progress 2 levels. The average student will be at Level 5 or 6 for most subjects. Only about 10% of students will be at Level 7 or better at the end of Key Stage 3.

Teachers decide what level a student is working at by using a variety of assessment methods and techniques – including formal testing and examinations. They will compare their assessments to the level descriptors in the English National Curriculum and use their professional judgment and knowledge of the student and his/her work to make a decision.

Curriculum: IGCSE/GCSE – Key Stage 4

Year 10 and 11 students study compulsory subjects:

- English or ESL (6 periods)
- Mathematics (6 periods)
- Coordinated Science – double award (8 periods)
- Thai students are also required to take IGCSE Thai (4 periods)

Students are also required to study a further 4 subjects (3 if they are Thai) for 4 periods each week from the following:

- Art and Design
- Business Studies
- Design and Technology
- Drama
- French
- Spanish
- Geography
- History
- Information Technology
- Music
- Physical Education

The University of Cambridge and Edexcel IGCSE/GCSEs are amongst the most recognised qualifications in the world. These courses are renowned for developing vital educational skills, including recall of knowledge, oral skills, problem solving, initiative, teamwork and investigative skills. The resulting qualification provides a solid foundation for IB Diploma and other higher level programmes.

IGCSE/GCSE caters for different levels of ability with a choice between **core** and **extended** papers in many subjects. The core curriculum is based on an overview of the subject and is suitable for students expected to achieve grades C to G. The extended curriculum is more challenging and designed for students who are expected to achieve grades A* to C.

IGCSE/GCSE offers a flexible course of study that gives candidates the freedom to choose subjects that are right for them, whilst providing them with a broad knowledge base and lifelong skills.

Curriculum: The IB Diploma Programme – Key Stage 5

The International Baccalaureate Diploma is designed as a pre-university qualification for students aged between 16 and 19. It is currently being taught in over 1000 schools around the world. A student who graduates with an IB diploma would be well placed for entrance to top universities in the USA, Canada, Europe or Australasia.

The programme consists of three main strands:

- 6 chosen subjects which reflect a breadth of educational subjects. A student must choose one subject from each group, selecting three higher levels (HL) for 6 periods per week and three standard levels (SL) for 4 periods per week:
 - Group 1: English A1, Thai A1 or other approved first languages as “private study” – such as French, Korean or Mandarin
 - Group 2: English B (for second language learners), Spanish or Mandarin *ab initio* (for beginners and at SL only)
 - Group 3: Information Technology in a Global Society, Business and Management, Geography, History
 - Group 4: Physics, Biology, Design and Technology
 - Group 5: Mathematics
 - Group 6: Visual Arts, Theatre Arts, Music, Chemistry, Economics, Business and Management

Each subject is assessed by coursework and examination at the end of two years’ study. Each subject will count for 7 points towards the diploma.

- Theory of Knowledge (ToK) course and Extended Essay:

The ToK course runs throughout the two years of the diploma programme as a taught subject. Students are assessed through a presentation and by a written essay on a given topic.

The extended essay is a 4000 word independent research paper on a subject of the student’s choice. A member of the teaching staff will act as a supervisor to oversee the essay.

The ToK and extended essay combine to give 3 bonus points towards the diploma.

- Creativity, Action, Service (CAS) programme. This is a unique programme to the IB. Students must complete 150 hours in a combination of creativity, action and community service. This programme contributes no points towards the diploma, but if 150 hours are not recorded then a diploma can not be awarded.

The maximum points for the diploma is 45 points (6 subjects x 7 points and 3 points for the Extended Essay + ToK).

Daily Secondary Bulletin

Each morning Form Tutors will have the Daily Secondary Bulletin with their registers. It is important that students are read the daily notices and that they are aware of information which is relevant to them. If a student is late to school – it is their responsibility to check the Daily Secondary Bulletin which will be displayed in classrooms and outside the Library.

Discipline

Adherence to school rules and abiding by the Code of Conduct or IB Student Contract is vital for students. The boundaries for students are put in place for the benefit of all students of the school.

The Key Stage 3 Coordinator (Year 7 to 9), Key Stage 4 Coordinator (Years 10 and 11) and Key Stage 5 Coordinator (Years 12 and 13) are responsible for student discipline at the school. The Assistant Head – Secondary has overall responsibility for all student pastoral care, welfare and discipline.

The school discipline policy is administered in the Tutor Group system as follows :

Red Card System

A *Red Card* is completed by each member of staff each week for misdemeanours by students. Students are reported for breaches of rules for uniform, littering, jewellery, make-up, behaviour etc. The Key Stage Coordinator collates the information which may result in a lunchtime detention, after-school detention or more serious sanction.

Daily Report

For persistent misdemeanours or more serious concerns a student may be put on a *Daily Report* by their Key Stage Coordinator as a means of monitoring effort or behaviour. This involves a period-by-period monitoring of the student and requires parental feedback on a daily basis.

Parent Meeting

Parents may also be requested to attend a meeting to discuss in detail any problematic issues and agreed strategies necessary to resolve them.

Serious Misconduct

On occasion students may behave in a manner which warrants an instant referral to the Assistant Head, Deputy Head, Head of Secondary or Headmaster. Examples of such behaviour are:

Leaving class without permission, rudeness, racism, harassment, physical abuse, possession/supply of illicit material, violence, smoking, swearing at a teacher, misuse of school property, inappropriate use of the internet, persistent detentions etc.

In such cases students could be suspended from school or excluded.

English Speaking Policy

There is an expectation at The Regent's School that all students speak English during lessons and in the corridors. An effective English speaking policy is currently being written.

Form Tutors for Academic Year 2007-2008

TUTORS and HOUSES

| YEAR 7 | | |
|---------------|------|------------------|
| FORM | ROOM | TUTOR: SET 1 |
| BLUE 1 | ESL1 | SARAH NORWELL |
| BLUE 2 | ESL2 | SHIELA TRUDGETT |
| GREEN 1 | ESL6 | TIM SPEARS |
| GREEN 2 | EU2 | CATHERINE HARTLE |
| RED 1 | ESL4 | MARK GRIFFITHS |
| RED 2 | ESL5 | HELEN BURDEN |
| YELLOW 1 | ESL3 | SIMON MILLER |
| YELLOW 2 | EU1 | EVA AGNELLO |

| YEAR 8 | | |
|---------------|------|----------------|
| FORM | ROOM | TUTOR |
| BLUE | R110 | CAMERON GRAHAM |
| GREEN | R305 | ANTHONY COOKE |
| RED | R308 | JOANNE COMTE |
| YELLOW | R312 | ANDREW WATT |

| YEAR 9 | | |
|---------------|---------|----------------|
| FORM | ROOM | TUTOR |
| BLUE | R111 | BRUCE NIXON |
| GREEN | Library | MIKE THOMAS |
| RED | R207 | JEROME LACOSTE |
| YELLOW | R313 | GARETH TARBUTT |

| YEAR 10 | | |
|----------------|------|-----------------|
| FORM | ROOM | TUTOR |
| X | R109 | |
| BLUE | R310 | GRAHAM WEBB |
| GREEN | R301 | NICK ARNOLD |
| RED | R303 | EVELYN ANDERSON |
| YELLOW | R311 | LOUISE JENKINS |

| YEAR 11 | | |
|----------------|----------------|------------------|
| FORM | ROOM | |
| BLUE 1 | R211 | TOM RAWLINGS |
| BLUE 2 | R202 | GRAEME BYWATER |
| GREEN 1 | R101 | GRAHAM WILSON |
| GREEN 2 | R102 | DAVID KNAGGS |
| RED 1 | Computer Lab 1 | IAN UREY |
| RED 2 | Computer Lab 2 | ROSLYN McCONNELL |
| YELLOW 1 | R201 | ANTHONY JOHNSTON |
| YELLOW 2 | R203 | RICHARD WOLFF |

| YEAR 12 | | |
|----------------|----------|---------------|
| 12.1 | R306 | SIMEON BANKS |
| 12.2 | Thai 1 | YVETTE CONWAY |
| 12.3 | IB Suite | LIZ CLOKE |

| YEAR 13 | | |
|----------------|------|-------------------|
| 13.1 | R309 | PETER MASTERS |
| 13.2 | R304 | CAMILLE GOLDSMITH |
| 13.3 | R210 | PIERINA REDLER |

Key pastoral support people are:

Assistant Head – Secondary: Frank Carolan (ks5-pty@regents.ac.th)
 Key Stage 3 Coordinator – Tracy Gudonis (ks3-pty@regents.ac.th)
 Key Stage 4 Coordinator – Martin Walsh (ks4-pty@regents.ac.th)
 Key Stage 5 Coordinator – Frank Carolan (ks5-pty@regents.ac.th)
 Khun Kru Anyanist – Thai Liaison (thai-pty@regents.ac.th)
 Teacher-in-Charge Learning Support – Andrew Gordon (agordon@regents.ac.th)

Goals and Targets

Students are required to set a goal for the academic year in each of their subjects. These goals will be regularly reviewed with the Form Tutor and discussed by subject teachers with students. A series of targets will also be set for each term, which will assist students in striving to meet their set goals. There is space in the *Student Diary* for students to list and review these goals.

Students are also required to set at least one target for each subject in each term of the year. These targets need to be achievable and realistic; they will be regularly reviewed with Form Tutors during each term and with subject teachers and parents at conferences during the year. There is also space in the *Student Diary* for students to list and review these goals.

Global Issues Network

The Global Issues Network (GIN) encompasses all the 6 pillars of Round Square as it focuses on a different ‘issue’ each year. We, at the GIN, aim to solve problems both locally and globally by creating and spreading awareness about their projects.

We have weekly meetings where we discuss the problem and after that it’s all about implementing all our ideas; it’s all about getting down there and making a difference. Everybody is welcome. If you are enthusiastic, dedicated and ready to work on projects both inside and outside of school, this is just the place for you to be!

Homework

Homework provides students with the opportunity to consolidate learning which has taken place at school and to extend themselves in their own time. The sooner students develop sound study habits, the better.

Homework guidelines

Year 7 students will have approximately 45 mins to one hour per day. Year 8 and 9 students are expected to complete a minimum of one hour daily, Year 10 and 11 students a minimum of 2 hours per night, and Year 12 and 13 students a minimum of ten hours per week.

Homework schedules are created by the Key Stage 3 and 4 Coordinators for student in Years 7 to 11 to help enable students to manage their time. If homework becomes an area of concern for you, please contact the relevant Key Stage Coordinator.

Honours

A system for students which looks to develop young people to become responsible global citizens by promoting, recognising, fostering and rewarding. The Honours system at The Regent's School is a holistic approach broken into the four facets of Academic, Round Square, Sport and The Arts. The person in charge of each activity will provide the point allocation for each student - the decision on points is up to that person in charge. The points are awarded based on commitment and performance.

In each Major activity there are 20 points available. The criteria for awarding the points are loosely based as follows:

- 0 points – never
- 5 points – sometimes
- 10 points – usually
- 15 points – often
- 20 points – always

In each Minor activity there are 10 points available. The criteria for awarding the points are loosely based as follows:

- 0 points – never
- 5 points – usually
- 10 points – always

NO VARIATIONS from the 0, 5, 10, 15, 20 points are allowed.

The teacher in charge of the activity will allocate the points and sign the record in the *Student Diary* as confirmation.

Note: It is very important in terms of equity that only 0, 5, 10, 15 or 20 points are awarded for an activity.

Accrued total of over 120 points
A minimum of 20 points from category
Must have completed Year 8

BRONZE

Accrued total of over 400 points
A minimum of 70 points from each category
Must have completed Year 10

SILVER

Accrued total of over 800 points
A minimum of 100 points from each category
Must have completed Year 12

GOLD

Academic

Examples of some Major Activities

- Showing initiative and/or entrepreneurship.

- Written Report: Receiving a Commendation certificate from the Key Stage Coordinator for Significant Improvement or Excellence in Achievement or Excellence in Application.
- Academic Excellence Award for internal examinations (the student in each year level with the best examination results): an instant award of 20 points.
Brilliance in Thailand award or other national recognition for IGCSE: an instant award of 20 points.
- Mid or End-of-year examinations, performance across all subjects:
 - Key Stage 3 or IGCSE
 - 20 points for a mean grade of A (80 to 100%)
 - 15 points for a mean grade of B (70 to 79%)
 - 10 points for a mean grade of C (60 to 69%)
 - 5 points for a mean grade of D (50 to 59%)
 - International Baccalaureate
 - 20 points for a mean grade of 6 to 7
 - 15 points for a mean grade of 5 to 6
 - 10 points for a mean grade of 4 to 5
 - 5 points for a mean grade of 3 to 4

Examples of some Minor Activities

- Achieving a 1st in a subject for internal examinations: instant award of 10 points.
- Achieving a 1st in a set 2, 3 or 4 for Key Stage 3 internal examinations: instant award of 5 points.
- Receiving the prize for 1st in a subject at Prizegiving: instant award of 10 points.
- Head of Department Excellence Award: an award of 10 points for outstanding work, effort or performance. Each Head of Department issues only one award each term for the whole secondary school. The exceptions are English, Mathematics and Science, in which an award is given for each Key Stage, for each term.

Round Square

Examples of some Major Activities

- Showing initiative and/or entrepreneurship.
- Community Service: e.g. assisting with planning for charity events such as Jester's Fair, Clean Up the World etc.
- Service Projects: Koh Phi Phi, Ban Oompai etc.
- Gold candidates only – The organisation of an annual short-term event such as the student formal or valedictory dinner. The organisation of an annual short-term event such as International Day.
- Active participation in Tutor Group each year: point allocation to be decided by individual tutors.
- Global Issues Network.
- Amnesty International.
- Acting as a House Captain.
- Working as an Assistant Librarian.
- Acting as a peer mentor for other students.
- Acting as a mentor for other students in an academic capacity.
- Acting as a coach for other students in an extra-curricular area. Note: This role is not as a coach of a sports team, it involves the coaching specific skills.
- Helping with ongoing environmental projects.
- Form Representative on the Student Guild: points to be allocated by the Student Guild Executive at the end of the year based on enthusiasm, participation and effectiveness.

Examples of some Minor Activities

- Silver candidates only – The organisation of a Social for students.
- Community Service: e.g. volunteer work at The Mercy Centre, at Jester's Fair etc.
- Commendations: 5 points for each certificate – Bronze, Silver, Gold or Platinum.
- Commendations: 5 points for plaque (over 50 commendations in one year).

- Acting as a Buddy to a new student.
- Helping with one-time environmental projects: e.g. Clean Up The World.
- Tutor Group Assembly presentation.
- Writing Reports for notice boards, newsletters and Yearbook.
- John Muir environmental award.

Sports

Examples of some Major Activities

- Showing initiative and/or entrepreneurship.
- Participating in a Regent's sports team as a player, coach, official or manager. A sport with a 'season' commitment eg. football, basketball etc.
- Commitment to extra activities, e.g. swim team, Karate club etc.
- Leading in the organisation of an inter-house sports activity.
- FOBISSEA Games representation.
- Captain of a 'season' sports team.
- MVP and Fair Play awards for Regent's 'season' sport team.

Examples of some Minor Activities

- Participating in a Regent's sports team as a player, coach, official or manager. A sport without a 'season' commitment eg. a golf tournament, triathlon event etc.
- Age group champion for Athletics or Swimming. An instant award of 10 points.
- Actively participating in 3 or more optional inter-house sports competitions.
- Helping with the organisation of an inter-house sports activity.
- Helping with the organisation of a school-run activity e.g. FOBISSEA Games
- Captain of a 'limited' sports team.
- MVP and Fair Play awards for Regent's 'limited' sport team.
- Breaking a school record: an instant award of 5 points.
- Writing reports for notice boards, newsletters and Yearbook.

The Arts

Examples of some Major Activities

- Showing initiative and/or entrepreneurship.
- Participating in a Regent's activity or competition: e.g. Production (performance, set design, backstage etc.), Orchestra, Choir, Jazz Band etc.
- Leader of a cultural group.
- Being part of the student newspaper editorial and reporting team.
- Gold candidates only – The organisation of an annual short-term event such as English Week or Loy Krathong celebrations.
- Silver candidates only – Assistance with the running of an annual short-term event such as English Week or Loy Krathong celebrations.
- Winning a category in Battle of the Bands.
- Leadership with The Globe technical crew.
- Leadership in Boarders' concerts.

Examples of some Minor Activities

- Placings in a Regent's or external activity or competition e.g. Speech competition, external Art competitions, Battle of the Bands etc.
- Active participation and assistance with running International Day, Loy Krathong celebrations or English Week.
- Participating in a Regent's concert or performance: e.g. Production, Orchestra, Choir, Jazz Band etc.

- Passing Music Board examinations: an instant award of 5 points.
- Passing LAMDA speech and drama examinations: an instant award of 5 points.
- Freelance contributions to the student newspaper.
- Assisting with school displays, murals and notice boards.
- Member of The Globe technical crew.
- Participation in Boarders, concerts.
- House debating team.
- Writing Reports for notice boards, newsletters and Yearbook.

Students can keep track of their progress using the registers at the back of this diary. Form Tutors will regularly check progress and nominate students for honours when point targets are met. New students to the Honours programme will be allocated an initial starting total of points. This total will be decided by the relevant Key Stage Coordinator.

Excellence

The next step in the development of the Honours system is that Pins will also be awarded for major achievements in each of the four categories. The award of these pins will be at the recommendation of the relevant Key Stage Coordinator.

International Award

On completion of the International Award the following bonus points can be added to the accumulated total.

International Award Bronze = 50 point bonus

International Award Silver = 100 point bonus

International Award Gold = 200 point bonus

All Year 10 students of The Regent's School are given the opportunity to begin working towards the Bronze Level for the International Award. The progression from there means that students from Year 11 work towards the Silver award, with the Year 12 students working towards the Gold award.

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

IB Student Contract – Years 12 & 13

Being a responsible member of The Regent's School community

Behaving Responsibly

Uniform / dress code

- The uniform for IB students is different from that worn in the rest of the school and is instantly recognisable. You must wear your uniform correctly (as detailed in the School Uniform section of this *Student Diary*) as we expect you to set an example for younger students at all times.
- Wearing sandals is only permitted if you have an injury to your foot or ankle. If this is the case you must carry a signed letter from your parent / guardian with you at all times. (A doctor's note may also be required)

Punctuality / attendance

- We expect you to be punctual to all your lessons; if you are late you must apologise to the teacher concerned and explain why you are late. Repeated lateness will lead to sanctions.
- We expect you to attend school promptly every day. Our expectation is 100% attendance. If you are absent because of illness or injury, you must bring in a letter signed by your parent or guardian and you must catch up on all missed work as soon as possible.
- If you know about an absence in advance, for example, an IELTS test in Bangkok, drama rehearsal for the Senior Play or Geography field trip), you must complete the form 'Permission to Miss an Academic Class', if possible 7 days in advance, which your tutor will have. It is your responsibility to complete this form before you are absent.

Holidays

- Overseas students are expected to book flights home well in advance that do not clash with the start or end of term. All students are expected to be in school from day 1 right up until the end of every term.
- Leaving early or returning late from your holiday disrupts your own learning and that of other students in your class. It also adds further pressure to your teachers. If this is unavoidable, you must provide a letter from your parent / guardian in advance explaining the reason for your absence.

Using the Study Facilities

- The study suite is available for use by all IB students. When you are not in lessons, we expect you to use the study suite and Library facilities for independent study or for private reading. Playing games, music or using headphones is not permitted in the study suite.
- We expect you to follow the Library rules and to set a good example for younger students using the Library.

Using the IB Common Room

- The common room is available for use by IB students during morning breaks and lunchtimes only. During lesson time and after school, the common room is not to be used by any students.
- The common room is out of bounds for students in Years 7 to 11 at all times.

Attitude / Behaviour

- We expect you to conduct yourself at all times in a manner which will enhance your reputation and that of others at the Regent's School.
- We expect you to behave responsibly and respectfully towards all other members of the school community. This includes your fellow students, teaching staff, boarding staff and administrative support staff. Saying please and thank you, apologising for late work or poor behaviour and accepting punishments with good grace is expected.
- We expect you to behave positively while in lessons, respecting the need for other students to learn without distraction, hindrance or interference.
- Any use of tobacco, alcohol or illegal drugs will not be tolerated and will lead to severe sanctions, including possible exclusion from the school.
- Incidents of racism, bullying, threatening behaviour, theft, damage to the property of others and inappropriate behaviour of any kind will not be tolerated and will lead to severe sanctions. These will range from detention to suspension or, in serious or repeated cases, may lead to permanent exclusion from school.

Academic Issues

Meeting deadlines

- You are expected to hand in all assignments and homework on time. If you cannot meet a deadline you must see your teacher well in advance (not on the day the work is due), apologise and request an extension, giving the reason why. If you do not have a satisfactory reason, your teacher may not agree to an extension and you must accept their decision.

Private Study

- In Year 12, when you are not in lessons, you must work silently in the IB study suite, where you will be supervised by an IB teacher. In Year 13, you will be given more freedom to organise your private study time as you wish. As an IB student at the Regent's, you must be committed to using all your study periods correctly and productively throughout Years 12 and 13.
- If you have completed all your set homework, you are expected to revise prior learning, consolidate previous work or conduct wider reading around your IB subjects.

Plagiarism

- All work you submit must be your own original work. Copying the words or ideas of others without acknowledging them is plagiarism and is forbidden by the IBO. Any instances of plagiarism will result in severe sanctions, including possible expulsion from the IB Diploma programme.

The student, a parent/guardian, the Form Tutor and Key Stage 5 Coordinator all sign an agreement to work within this IB Student Contract. It is included in the *Student Diary*.

Infirmary

Students who need to see the school nurse require permission from their class teacher. They will be sent with a note to Khun Daeng, PA to the Head of Secondary, who will issue them with a Permission to Visit Infirmary form which will allow them to see Khun Noi, School Nurse – she will not accept non-emergency students without this form. After treatment Khun Noi will complete the Permission to Visit Infirmary form and the student returns the form to Khun Daeng and then returns to class.

Interact Rotary Club

The Interact Rotary Club is all about Leadership and Service. It aims to encourage Leadership in students by offering them positions in the Club, such as President, Secretary etc. We, at the Interact Rotary Club, want to help the community and work with other existing groups, such as Amnesty International. We aim to involve as many students as possible in activities that benefit the community while also encouraging Leadership potential in our members.

We achieve our goals by working with orphanages such as Mercy Centre, fundraising through bake sales and raffles and organizing trips to different orphanages and slums. Interact also has a fellowship which anyone can come to; members and friends have fun, play games and have dinner together. At the beginning of each year a new Board is elected for which anyone can stand for.

Everyone is welcome to join Interact Rotary! Any student can hold a position on the Board, or be a member of the club. Members are expected to get involved and have fun! Ultimately, Interact is about having fun while serving others, and developing leadership skills.

Late

Students who are late to school need to sign in with Khun Daeng, PA to the Head of Secondary. Her office is next to Room 102 on the ground floor. Khun Daeng will issue the student with a late pass which is to be shown to the class teacher and then given to the Form Tutor. Lateness to school is not tolerated and Key Stage Coordinators will enforce strict sanctions on students who are repeatedly late to school without a valid reason.

Learning Support Policy

Rationale

At the Regent's School we aim to provide a curriculum that enables all students to fulfil their potential. From time to time pupils may experience difficulties in their learning and require additional support. This could be for a number of possible reasons:

- Prolonged absence from school
- English may not be the child's first language
- There may be a barrier to learning such as dyslexia, ADHD/ADD, autistic spectrum disorder, dysgraphia etc.

- A child may be gifted or talented
- A child may have social difficulties

Some students will require support for a short time and others may require some form of support throughout their school career. Children identified as needing Learning Support will be catered for within the constraints of the school's resources as described in the admissions policy. Mr. Lee Keohane is the Teacher-in-Charge of Learning Support Coordinator (lkeohane@regents.ac.th).

Lost Property

It is imperative that all goods belonging to students are clearly named. Lost property is kept by Khun Daeng, PA to the Head of Secondary. Her office is next to Room 102 on the ground floor. Any unnamed property not claimed at the end of each term will be donated to an appropriate charity.

Mobile phones, i-pods, MP3s etc.

In today's world many students have access to a range of electronic equipment. These items can be important communicative tools or imaginative ways for students to enjoy some free time. Unfortunately they can also be a nuisance and hindrance to life at school. Such expensive items can be damaged, lost or stolen. They can also be used as status symbols and instruments of harassment and bullying. They can also be major distractions preventing students from being focused on their learning during the school day.

For students who bring Mobile phones, i-pods, MP3 players, PSPs etc. to school:

- *Students are responsible for their safe keeping. The school takes no responsibility and students are encouraged to use their locker.*
- *Students are not to use them between 8:15 am and 3:30 pm (or 4:30 pm on activity days).*
- *They will have them confiscated and passed on to the relevant Key Stage Coordinator. The Key Stage Coordinator will return them at their discretion, normally after a period of time.*
- *If a student needs to use their mobile phone, they need permission from a teacher*
- *i-pods, MP3 players etc. may be used during lesson time only with the permission of the classroom teacher.*

Note: Boarding students should not take any such items to school and should follow the boarding guidelines in terms of the care for expensive items.

Mufti

A mufti day may be held occasionally for the purpose of supporting Round Square service projects or to raise money for the Student Guild. For a small sum of money students are invited to wear clothing other than their school uniform. Though they have choice in what they wear, students must not wear clothing that is inappropriate for school. In particular students must wear:

- Appropriate footwear for technology and science laboratories
- Clothing that is neat and tidy and not in disrepair or exhibiting inappropriate logos, words or illustrations
- Clothing that is modest (no low-cut, bare-midriff or revealing outfits)

Normal standards for jewellery and make-up will apply – i.e. for girls: no make up and only one earring in each ear. Students are encouraged to enter into the spirit of the day, which is primarily to help others less fortunate (it is not a fashion competition). Students are expected to be considerate of other students at all times.

Parents are asked to ensure that their children dress appropriately and join in the spirit of any “themed” mufti day.

Outdoor Education and Camps

All students are expected to attend their respective outdoor education opportunities throughout the year.

Students from Year 7 to 11 have a week long camp at the IDEALS Centre on Koh Chang. The students are split into two groups based on gender and the two camps are run over consecutive weeks. Staff collaborate to produce curriculum related activities for the camps, which may also tie in with inter-disciplinary themes (Key Stage 3) and/or with the PSHE programme.

A key message for parents is that the two-weeks of camp is compulsory and involves important delivery of curriculum. If for any reason a student is unable to attend camp, then they are not to come to school as the curriculum is being delivered on the island – not at school! There will be class work and activities which will lead up to the camp, to be delivered at camp and also to reflect on the camp.

Students in Year 12 and 13 attend a CAS/Theory of Knowledge camp at Khao Yai National Park. This too is compulsory as CAS opportunities exist and ToK activities contribute to the hours of instruction.

Parent Conferences and reports

Students are reported on each term, either with a grade report or a full written report. These are posted to Parents and feedback is welcomed. Reports are supplemented by parents evenings where the two-way communication provides a valuable opportunity to discuss student progress and suggest strategies for improvement.

Parents and Friends

An informal meeting for parents to meet on the first Wednesday of each school month at 9:30 am in The Roundhouse to discuss issues with Mr. Mike Walton - Headmaster, Mr. John Rolfe - Head of Secondary and Ms. Nonie Adams - Head of Primary.

Parents Representation Group (PRG)

An elected representative body of parents meets regularly with a view of supporting the activities and aims of the school. Meetings are held on the first Wednesday of each month (falling in a school term) following the Parents and Friends meeting at 9:30 am in The Roundhouse.

Peer support

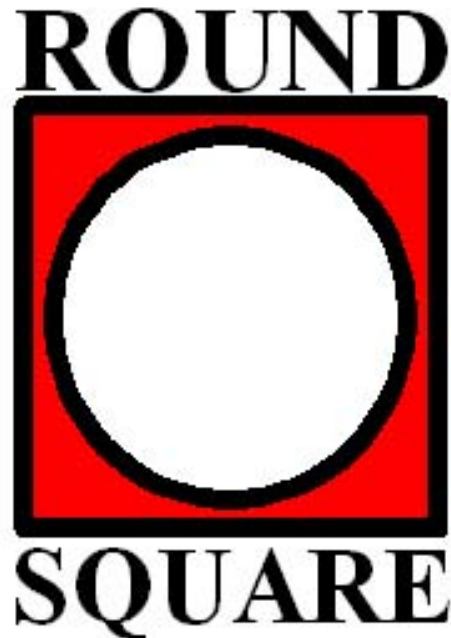
Senior students have been trained, and will continue to be, as Peer Support mentors and are available through consultation with Ms. Caroline Walford, Guidance and Counselling Coordinator. The peer mentoring system is a great way to assist with the pastoral care of the students of the school. Mentors and Mentees are paired very carefully and only if Ms. Walford feels that the mentoring will be of positive use.

PSHE Programme

Form Tutors will deliver the Personal, Social and Health Education (PSHE) programme as per directed by their Key Stage Coordinator. The PSHE programmes will be coordinated in such a fashion to complement other happenings around the school. Such events would be World at Lunch, camps at Koh Chang, inter-disciplinary themes (Key Stage 3), rostered assembly presentations etc. Period 7 each Friday is available for PSHE, although some activities may involve daily instruction during Registration.

Round Square

What Is Round Square?



Round Square is a worldwide association of about 60 schools found on the six different continents and sharing unique and ambitious goals. Round Square is based on the theories of the German experiential educational philosopher Kurt Hahn.

Dr. Hahn believed that it was crucial for young people to prepare for life by having them face it directly and experience it in ways that would demand courage, generosity, imagination, principle and resolution...the view of learning by doing. He believed that schools should have a greater purpose beyond preparing students for college and university.

Round Square schools are founded on a philosophy which embraces a series of six pillars, or precepts, which can be summed up in the word IDEALS (Internationalism, Democracy, Environmental awareness, Adventure, Leadership and Service).

H.M. King Constantine of Greece is Chairman of the Round Square; H.R.H. Prince Andrew, The Duke of York is a co-patron. Former President Nelson Mandela, Mrs. Sonia Gandhi and Mr. Kevin Gosper are also Patrons of the Round Square.

Why Round Square at The Regent's School?

"...the core development of every individual Regent's student is to become an honest and effective global citizen."

The Regent's School is the only school in South East Asia that is a fully recognized Round Square School. The school was successfully inaugurated into the Round Square organisation in 2001 at St. Philip's College in Alice Springs, Australia. Since that day in 2001, The Regent's has embraced the IDEALS of Round Square and has been driven to make these Hahnian ideals the pillars of the Regent's educational philosophy and community.

Internationalism

“The Regent’s community is truly an international community that embraces the values of all cultures, religions and languages. Students learn to see themselves as global citizens and are asked to look beyond gender, class, race, nationality and culture to understand human nature.”

38 different nationalities: staff, assistants, GAP staff and students (and their families)

International Day: February / March in Term 2

International exchange programme: 4 students incoming and 4 students outgoing every term (Primary and Secondary)

12 GAP placements: from 5 different continents

Loy Krathong Thai festival: early November

Global Connect Program: scholarships to over 20 Eastern European students every year

Global Issues Network (GIN): attended inaugural conference in Luxembourg (2006)

Amnesty International: since the year 2000

RS Australasian Regional Conference 2005: hosted by The Regent’s School, Pattaya – “Same Same But Different”

World at Lunch: in Term 1, whole school focuses on global inequalities

Junior International Pillar Leader: elected to lead all international events and projects

Learning new languages: English, Thai, French, Spanish, German and Chinese

Democracy

“‘Big ideas’ are hatched throughout the school, as there are so many activities and groups meeting during a typical week. It is at the RS Council that these ideas are actually put in stone, backed up and taken on as a student body to realize their potential.”

The Regent’s Round Square Council: meets every half term and is lead by the head boy and head girl (open to all students to attend but mandatory for all those involved in the groups listed below...)

Secondary Round Square Council: head students, prefects, house captains, student guild executive, pillar leaders

Primary Round Square Council: student guild, house captains and pillar leaders

Secondary Student Guild: chairperson, treasurer, secretary, art and design (executive), form representatives (SG meets every week)

Primary Student Guild: chairperson, treasurer and secretary, class representatives (SG meets every week)

Pillar Leaders: e.g. Environment Pillar Leader coordinates ‘Green Week’, International Pillar Leader coordinates International Day, etc...

House System: Ayuthaya, Krungthep, Thonburi and Sukhothai; Eight senior and eight junior house captains

Democracy Pillar Leader: elected to take all Council minutes and to monitor the school’s democratic structure and constitutions

Campaigning Week and RS Elections: whole school campaigning and voting early September

**All RS positions are democratically elected by the student body*

Environmental Awareness

“Through academic lessons and extra-curricular activities the students are expected to demonstrate an active interest and concern for all natural environments, to be aware of proven problems and to play a practical role in tackling environmental issues.”

‘Green Week’: May in Term 3, whole school event

Paper recycling: every Secondary classroom

‘Eco-dudes’: Primary school action group

Can and plastic recycling: can and plastic bins located throughout the school

Primary litter patrol: every break and lunch times

Clean-up the World: member for eight years; participate every September with local Thai schools

Plant-a-tree-today nursery: 1,000 seeds to be planted in 2007 to establish a RS forest for spirituality

Adopt an animal: Secondary activity lead by senior students to adopt endangered Thai animals

Environment Pillar Leader: elected to lead all environmental events and projects

Adventure

“All Regent’s students are expected to participate in Outward Bound type activities, which will foster a spirit of adventure and the realisation that students can be so much more than they might have imagined.”

Outdoor Education: IDEALS Centre on Ko Chang Island, Years 7 - 11

International Award: Bronze, Silver and Gold awards achieved by senior students

CAS: creativity, ACTION, and service are fundamental aspects of the IB Diploma programme in the Key Stage 5

RS Week: last week in June, whole school involvement

Activity Program: after school RS activities every Monday and Thursday (whole school)

Swimathon / Swim Challenge: RS Council organised fund raising event

Coin Challenge: RS Council organised fund raising event

RS Sleepovers: organised by prefects for Year 6 students

Adventure Pillar Leader: elected to lead all adventure based events and projects

Leadership

“A high level of responsibility is passed on to students individually and collectively, empowering them to inspire and motivate their fellow peers.”

Regent’s Round Square Council: over 50 positions of responsibility (see Democracy).

Peer Mentoring Program: training of senior students to mentor younger students.

PSL (primary secondary links): RS Council initiative to bridge the gap between the two schools.

Leadership Week: Term 2, whole school event.

Gap Staff: 12 places for students between school and university.

Activity Program: senior students lead RS activities, sports teams and music ensembles.

Leadership Pillar Leader: elected to lead!!

Service to others

“It is important that Regent’s students realise the fortune of their situation and the type of education that they are able to afford. Our philosophy is that we must give something back to our community both locally and on a more regional scale and not take for granted the lifestyle that we are able to lead. By putting ourselves in the positions of the less fortunate and interacting with the local community, our students become aware of life ‘outside of the box’ and that by working at a grass-roots level improvements can be made, lessons learnt and new friendships built out of support and compassion.”

HIV / AIDS Awareness: Term 1 (1st December World AIDS Day): Pattaya, Rayong, Bangkok, South Africa

Hill Tribe Project: Term 2 (February half term) Baan Ompai, Mae Hon Song in North Thailand

Tsunami Relief: Term 3 (early June – primary / late June – secondary), Baan Ko Phi Phi School and Laem Tong School, with the support of Bermuda High School for Girls

Baan Ko Phi Phi Sponsored Lunches: RS Schools and friends of The Regent’s sponsoring school lunches at approx. 23,000 Baht a month

Baan Subcharoen: adopted school in the north east of Thailand, supported by the Primary RS Council


Local Community: Fountain of Life (Pattaya), Pattaya Mercy Centre for Children, The Camillian Centre (Rayong), Mercy Centre (Bangkok), Jesters Care for Kids (Pattaya), Pattaya Orphanage


RS Week: last week in June, involves whole school

Service Pillar Leader: elected to support all major service projects and promote local community-based projects and fund raising

School Houses

The House system divides the students into Houses for activities and competitions during the year. The Tutor Group pastoral care system is also based on the Houses. The houses are:

Ayutthaya (Yellow) 

Krungthep (Green) 

Sukhothai (Red) 

Thonburi (Blue) 

Staff

A list of secondary staff is included in the appendix I to this handbook. The contact details for some key staff members are as follows:

Ms Tracy Gudonis, Key Stage 3 Coordinator (ks3-pty@regents.ac.th)

Mr. Martin Walsh, Key Stage 4 Coordinator (ks4-pty@regents.ac.th)

Mr. Frank Carolan, Assistant Head and Key Stage 5 Coordinator (ks5-pty@regents.ac.th)

Mr. Giles Mongare, Deputy Head of Secondary (gmongare@regents.ac.th)

Mr. Paul Crouch, Director of the Round Square Programme (rs-pty@regents.ac.th)

Mr. Steve Rand, Head of Boarding (srand@regents.ac.th)

Khun Daeng, PA to the Head of Secondary (headsecpa-pty@regents.ac.th)

Khun Kay, PA to the Headmaster (headpa-pty@regents.ac.th)

The Heads of Department can be contacted directly using the generic e-mail address “xxxx@regents.ac.th” by replacing the “xxxx” with the first initial and surname of the person concerned. (e.g. jmill@regents.ac.th or pcrouch@regents.ac.th).

The back of the diary is specially designed to be used as a “flash card” during classes. Students should have a whiteboard marker to allow them to write on the back of the diary as necessary. This is a very useful tool for quick answers, feelings and opinions.

Student Guild and Round Square Council

Round Square Council Constitution

Section 1: The Round Square Council

- The Round Square Council will meet a minimum of 6 times in an academic year (once every half-term).
- The Executive of the Round Square Council consists of the Head Students and the Student Guild Secretary.
- The Head Students call and chair the Round Square Council.
- The Student Guild Secretary will issue agendas and take minutes of all RS Council meetings. The Student Guild Secretary shall distribute the minutes to all individual student organizations present at the council.
- All students that do not hold Round Square positions are invited to attend Round Square Council meetings by informing Head Students of their wishes to attend beforehand.
- At least **three** reports will be made by the following to the Round Square Council during an academic year: Head Students, Prefects / Pillar Leaders, Student Guild, House Captains, Boarders Council, Coordinating Committee and the Primary RS Council.
- At least **one** report will be made by the following to the Round Square Council during an academic year: Amnesty International, Global Issues Network, Interact Rotary Club and Conference Delegates.
- It is the main function of the Round Square Council to offer an alternative democratic forum for students to report and discuss school (specifically Round Square) issues. Allowing ideas to be generated and shared on a larger forum that includes a wider range of school areas compared to that of the Student Guild.

Section 2: Head Students and Prefects' Committee

- The Committee consists of eight members
 - Head Boy
 - Head Girl
 - Six Prefects / Pillar Leaders
- Head Boy and Head Girl stand down from office at the beginning of term three each academic year.
- Candidates for the position of Head Boy and Head Girl must be from Year 12.
- Head Students will be elected by teachers, students from Year 10, 11, 12, 13 and members of the Round Square Council provided that they have 75% attendance.
- Upon being elected, Head Students have the authority to appoint six Prefects/Pillar Leaders in any manner they deem fit.
- The duty of the Head Students is to be role models for all students to follow. Head Students shall behave appropriately by showing respect to fellow students and teachers alike. It is the responsibility of Head Students to represent the student body and act as the link between the various groups that exist within the Regent's Community. Head Students shall work with Prefects / Pillar Leaders to uphold the school rules with respect to discipline and behavior by

using commendations and red-cards as they deem fit. Head Students will be expected to use their authority to make sure that Prefects / Pillar Leaders are fulfilling their responsibilities in an acceptable manner. They shall also be expected to promote Round Square in order to provide a healthy schooling environment for the entire Regent's Community. Head Students will be expected to address all concerns of students in an appropriate manner. In addition, Head Students will organize and host the weekly Secondary Assemblies and be responsible for managing it successfully.

- Any Head Student may be removed from office on the following grounds:
 - *Resignation due to illness, withdrawal from school, or personal problems. The member concerned shall submit a written letter of resignation to the Head of Secondary in order to make official the resignation from duty;*
 - *Removal from office due to poor behavior / effort, misconduct or failure to perform the duties required of the position in which case the Head of Secondary may require the Head Student to resign.*
- Prefects / Pillar Leaders stand down from office at the beginning of term three each academic year.
- Candidates for the position of Prefect must be from Year 12.
- The duty of the Prefect / Pillar Leader is to uphold school rules and act on behalf of the teachers to make sure that all students follow accepted discipline with regards to behavior and code of conduct. He / she has the power to hand out commendations and red cards when appropriate. The Prefects are also Pillar-Leaders for the 6 Pillars of Round Square, and it is their responsibility to promote and participate in activities concerning their Pillar. The Prefect / Pillar Leader shall be responsible for organizing Barazza Group discussions / activities throughout the academic year to promote his / her Pillar.
- Any Prefect / Pillar Leader may be removed from office on the following grounds:
 - *Resignation due to illness, withdrawal from school, or personal problems. The member concerned shall submit a written letter of resignation to the Head Students in order to make official the resignation from duty;*
 - *Removal from office due to poor behavior / effort, misconduct or failure to perform the duties required of the position.*
- Any Prefect who is accused of misconduct or a failure to perform duties shall be given a warning and a chance to meet with the Head Students and the Head of Secondary to present his / her case.
- The Head Students will call and chair the Head Students and Prefects' Committee at least once every month or otherwise when necessary.
- It is the responsibility of the Head Students and Prefects' Committee to revise the constitution every year.

Section 3: Assistant Pillar Leaders

- There will be six Assistant Pillar Leaders representing the six Pillars of Round Square:
- Assistant Pillar Leaders will step down from office at the end of term 3 each academic year.
- Candidates for the position of Assistant Pillar Leader must be from Years 7, 8, 9, 10, 11, 12 or 13.
- Assistant Pillar Leaders will be chosen by Prefects / Pillar Leaders and Head Students.
- The duty of the Assistant Pillar Leader is to act as an assistant to the Pillar Leader and represent the Pillar Leader in his / her capacity should the Pillar Leader be indisposed. The Assistant Pillar Leader shall promote and participate in activities concerning his / her Pillar.

- Any Assistant Pillar Leader may be removed from office on the following grounds:
 - *Resignation due to illness, withdrawal from school, or personal problems. The member concerned shall submit a written letter of resignation to the Relevant Prefect / Pillar Leader in order to make official the resignation from duty;*
 - *Removal from office due to poor behavior / effort, misconduct or failure to perform the duties required of the position.*
- Any Assistant Pillar Leader who is accused of misconduct or a failure to perform duties shall be given a warning and a chance to meet with the Pillar Leader and the Head Students to present his / her case. The Head of Secondary has the final decision.

Section 4: Barazza Groups

- At the beginning of Term 1, Head Students and the Prefects' Committee will divide the Secondary School into 24 Barazza Groups that shall remain unchanged throughout the academic year.
- Head Students and Prefects shall organize Barazza Group discussions / activities to promote Round Square.
- It is the main function of the Barazza Groups to provide the student body with the opportunity to increase its involvement in Round Square and to provide a channel through which all teachers / students can express their views over various Round Square related issues.

The Regent's Student Guild Constitution



Section 1: The Executive Committee

- The Executive Committee consists of four members:
 - The Chairperson
 - The Treasurer
 - The Secretary
 - The Visual Arts Director
- The Executive Committee stands down from office at the end of term three each academic year. However, the outgoing Executive Committee assists with the election process and supports the new committee during the transition process provided that existing Executive Committee is still attending the Regent's in the next academic year. Students who will still attend Regent's in the next academic year are permitted to stand for re-election.
- Candidates for the positions of The Executive Committee must be from Year 11, 12 or 13.
- The Executive Committee will be elected by the whole secondary student body at the beginning of term one.
- The outgoing Chairperson may serve as President and therefore be invited to sit the new Student Guild meetings by the new executive.

Section 2: Duties of the Executive Committee

- The duty of the Chairperson is to act as Chair of all Student Guild meetings and activities. He / she has the power to appoint individuals to the committee within the Guild to fulfill the intended goals of the Guild.
- The duty of the Treasurer is to act as an assistant to the Chairperson and represent the Chairperson in his / her capacity should the Chairperson be indisposed. He / She may appoint other functions and responsibilities by the president as he / she sees fit. The

Treasurer will be expected to give regular updates of the accounts at the weekly Student Guild meetings. The Treasurer shall ensure that all Student Guild income is correctly recorded and that only duly approved withdrawals are made. The Treasurer of the Student Guild will also be entrusted with House Funds that can be withdrawn by House Captains to use during various House Competitions throughout the academic year. The Treasurer will be responsible for the safekeeping of these funds and for ensuring that all transactions made by the House Captains are genuine.

- The duty of the Secretary is to prepare and maintain all the written records of all Student Guild activities. The Secretary is responsible for notifying all the members of all Guild activities; for calling the roll before an official gathering proceeds; for putting together the agenda for weekly meetings; for taking minutes of all meetings; for documenting all Guild administration; and for carrying out any other function assigned to him / her by the Chairperson.
- The duty of the Visual Arts Director is to assist in the organization of Student Guild events that require visual decorations. The Visual Arts Director will replace the Secretary of the Student Guild in his / her absence.

Section 3: Year Representatives

- There must be a representative from each Form to sit on the Student Guild.
- The election of Form Representatives will take place in individual forms before the Executive elections in the Globe, during tutor period.
- Candidates for the position of Form Representative have to maintain an average effort score of 'Good' or better for all academic reports.
- The candidates are to present themselves before their Form, which will vote amongst itself upon the candidates.
- The duty of each Form Representative is to represent his / her Form in all Student Guild meetings and to inform his / her Form of all Student Guild activities. A Form Representative may also be assigned tasks and responsibilities as deemed fit by the Chairperson.

Section 4: Membership

- All members of the Student Guild are expected to possess sound moral and ethical qualities while serving within the Council. Mutual respect, along with appropriate behavior, during all meetings and events is expected.
- Any members of the Student Guild may be removed from office on the following grounds:
 - *Resignation due to illness, withdrawal from school, or personal problems. The member concerned shall submit a written letter of resignation to the Executive Committee in order to make official the resignation from duty;*
 - *Removal from office due to poor attendance. All representatives must regularly attend meetings unless prior notice is given. If students miss two consecutive meetings (without apologies) or five meetings throughout the year, the Secretary will follow this up; or*
 - *Removal from office due to poor behavior / effort, misconduct or failure to perform the duties required of the position.*

- Any Student Guild member who is accused of misconduct or failure to perform duties shall be given a warning and a chance to meet with the Executive Committee to present his / her case. The Head of Secondary has the final decision.

Section 5: Student Representative Council Functions

- The Student Guild has the authority to suggest / initiate rules concerning the Student Body's welfare as long as the rules do not violate existing school policies.
- The Student Guild shall not intervene in the school administrations execution of Administrative and Academic disciplinary measures over students.
- The Student Guild shall act as a Body only with the presence of quorum, which shall mean 2/3 of the total number of Student Guild Members, unless otherwise agreed upon in motion.
- In any issue that needs a majority decision by the Student Guild, the members shall observe the ruling of 'one member, one vote'. A majority vote by the Body shall be constituted by a total quorum present.
- The Chairperson chairs the Student Guild meetings and does not vote on motion. However, if there is a split decision the Chairperson will vote to resolve the motion.

Regent's House Captains Constitution

Section 1: House Captains' Elections

- Each of the 4 Houses within the Secondary School will have 4 House Captains:
 - Senior House Captain (Male)
 - Senior House Captain (Female)
 - Junior House Captain (Male)
 - Junior House Captain (Female)
- House Captains stand down from office at the end of term three each academic year. Students who will still attend the Regent's School in the next academic year are permitted to stand for re-election provided they satisfy all other requirements set up by the constitution.
- Candidates for the position of Senior House Captains must be from Year 11, 12 or 13.
- The Senior House Captains will be elected by the members of their House in the secondary student body at the beginning of term one.
- Candidates for the position of Junior House Captains must be from Year 9.
- The Junior House Captains will be elected by members of their House from Years 7, 8, and 9 at the beginning of term one.

Section 2: Duties and Responsibilities

- The duty of the House Captain is to be responsible for captaining his / her house members in all House Competitions throughout the year. The House Captain has the authority to call House meetings whenever necessary, and to appoint tasks to willing individuals within the House. House Captains are expected to communicate with their House members and encourage them to compete fairly in all House Competitions.

The House Captains may work together with House Captains from other Houses in order to improve House Competitions.

- Each House shall be provided with House Funds to buy resources for House Competitions or to improve House systems. House Funds shall be kept by the Treasurer of the Student Guild, and if a House Captain requires these funds, he / she must present the Treasurer with a receipt of the items bought or a valid explanation for the use of funds.
- Any House Captain may be removed from office on the following grounds:
 - *Resignation due to illness, withdrawal from school, or personal problems. The member concerned shall submit a written letter of resignation to the Head of Secondary in order to make official the resignation from duty;*
 - *Removal from office due to poor behavior / effort, misconduct or failure to perform the duties required of the position.*
- Any House Captain who is accused of misconduct or failure to perform duties shall be given the chance to meet the Head of Secondary to present his / her case.

Regent's Coordinating Committee Constitution

Section 1: Coordinating Committee Members

- The Coordinating Committee shall consist of four members:
 - Sports Coordinator
 - Music Coordinator
 - Visual Arts Coordinator
 - Performing Arts Coordinator
- The Coordinating Committee stands down from office at the end of term three each academic year. Students who will still attend the Regent's School in the next academic year are permitted to stand for re-election.
- Candidates for a position on the Coordinating Committee must be from Year 11, 12 or 13.
- The Coordinating Committee will be appointed by Head Students and Prefects / Pillar Leaders, before being confirmed by respective Head of Department.

Section 2: Duties and Responsibilities

- The duty of the Sports Coordinator will be to assist teachers / students in the organization and improvement of sports events throughout the academic year.
- The duty of the Music Coordinator will be to assist teachers / students in the organization and improvement of musical events throughout the academic year and the Music Coordinator will also be expected to provide musical support whenever required by the student body.
- The duty of the Visual Arts Coordinator will be to assist teachers / students with the decoration and make up of events that require any such assistance.

- The duty of the Performing Arts Coordinator will be to assist teachers / students in organizing and practicing of the Performing Arts. The Performing Arts Coordinator shall be expected to assist in stage performances during the weekly assemblies.
- The Coordinating Committee shall work together to provide students and teachers with an alternate forum from the Regent's Student Guild, where they can seek assistance in the organization of school events. The Committee members will have the authority to set up sub-committees to further assist them in their job.
- The Coordinating Committee shall meet at least once every month or otherwise when necessary.
- Any Coordinator may be removed from office on the following grounds:
 - *Resignation due to illness, withdrawal from school, or personal problems. The member concerned shall submit a written letter of resignation to the Head Students in order to make official the resignation from duty;*
 - *Removal from office due to poor behavior / effort, misconduct or failure to perform the duties required of the position.*
- Any Coordinator who is accused of misconduct or failure to perform duties shall be given the chance to meet the Head Students to present his / her case. The Head of Secondary has the final decision.

Student Welfare Programme

Central to the aims of the school is the belief that each student may develop to the best of their abilities, within an environment in which each individual is valued and encouraged to make the most of every opportunity. In achieving personal development, each student will become a responsible member of the community, aware of the needs and value of others.

Aims

The Student Welfare programme aims to:

- Underpin the academic work of the school;
- Ensure the care and well being of all students;
- Provide support for all students so that they may cope more successfully with their work and time at school;
- Provide each student with a sense of belonging and security within the school community;
- Support the school's aims for the academic, social, moral and personal development of each student;
- Promote and maintain an orderly atmosphere in school through clear and consistent expectations of the highest standards of behaviour;
- To ensure that we maintain an inclusive school culture and that policies and procedures are in place which promote and underpin this

Objectives

The Student Welfare programme strives to:

- Ensure that each student is known individually;
- Ensure support and guidance for each student on issues which affect their development and achievement;

- Develop in students confidence, powers of discrimination and informed decision making;
- Support and train students for effective learning;
- Monitor students' academic development and progress;
- Ensure the observance of school rules and responsible behaviour;
- In the event of problems, provide appropriate support;
- Encourage everyone within the school to foster a caring and orderly environment;
- Provide teachers of all subjects with relevant knowledge of students, so that their teaching can be adapted for greater success;
- Provide a point of personal contact for the parent/guardian of every student;
- Promote a partnership between students, teachers, parents and the wider community within which all students are enabled to make the most of their opportunities;
- Support the initiatives and efforts of the Student Welfare Team.

Reporting directly to the Head of Secondary, The Assistant Head has immediate responsibility for the student welfare dimension in the school. The assistant Head is supported by the Key Stage Coordinators, Form Tutors, Boarding Staff, the School Nurse, the Teacher-in-Charge – Learning Support, learning support staff and the Senior Management Team. The Student Welfare Team meets once each week to organise, monitor, evaluate and review the student welfare programme and issues pertaining to pastoral care and discipline.

Essentially the role of the Key Stage Coordinator and Form Tutor is to convey to students, through his/her attitude and example, the ethos and educational purpose of the school which aims to:

- Develop each student intellectually, socially, physically and emotionally;
- Prepare students for the opportunities, responsibilities and experiences of adult life;
- Provide a caring, supportive environment in which each student feels valued;
- Enhance the opportunity for learning for each student.

Role of the Assistant Head

- Oversee, coordinate and support the efforts of all stakeholders in the provision of student welfare in the Secondary School;
- Support the school's aims for the academic, social, moral and personal development of each student;
- Chair the weekly meeting of the Student Welfare Team;
- Maintain relevant documentation pertaining to the work of the Student Welfare Team;
- Report, as appropriate, pertinent information to the Head of Secondary;
- Address references from Key Stage Coordinators, Boarding Staff, learning support staff, other members of the secondary faculty, and other student welfare stakeholders;
- Facilitate the dissemination to the Student Welfare Team of relevant knowledge of students, so that support and/or disciplinary strategies can be adapted and implemented for greater success;
- Promote a greater partnership between students, teachers, parents and the wider community within which all students are enabled to make the most of their opportunities;
- Implement and support standards of behaviour as outlined in the school's policy documents;
- Monitor and identify changes in attitude, of caring and concern for individual students, classes and secondary school as a whole;
- Ensure acceptable standards of uniform and appearance;
- Ensure that there are regular scheduled meetings between Key Stage Coordinators and Form Tutors and that appropriate minutes are maintained;
- Support and assist with the supervision of the Red Card and detention systems, recording information given by Key Stage Coordinators;
- Foster and maintain a good working relationship with members of the Student Welfare Team, providing encouragement, support and guidance where needed.
- In instances of serious concern, arranging meetings with parents when necessary to discuss the welfare and general problems arising with any particular secondary student;

- Disseminate pertinent information to/from the School Nurse regarding the medical welfare of day students;
- Take appropriate responsibility for Parents' Evenings and other year group activities;
- Where necessary, schedule interviews with students in need, other members of the Student Welfare Team and other relevant stakeholders;
- Support the Key Stage Coordinators in implementing their respective PSHE programmes;
- Monitor, evaluate and review the Student Welfare Program and the work of the Student Welfare Team.

Role of the Key Stage Coordinator

- Coordinating and documenting all information received from subject teachers, form tutors, boarding staff, etc. and take appropriate action where necessary;
- Setting and insisting on standards of behaviour as outlined in the school's policy documents;
- Watching out for and identifying changes in attitude, of caring and concern for individual students, classes and the key stage as a whole;
- Ensuring acceptable standards of uniform and appearance;
- Ensuring that there are regular scheduled meetings with the Form Tutors and write up the minutes of same;
- Supporting and supervising the Red Card and Detention systems, recording information given by subject teachers and form tutors;
- Establishing a good working relationship with the students in the key stage, providing encouragement, support and guidance where needed.
- Monitoring the academic progress of students, taking appropriate action where necessary;
- Being responsible, in conjunction with form tutors, for class transfers;
- Communicating with parents on matters regarding the students' school life;
- Arranging meetings with parents when necessary to discuss the welfare and general problems arising with any particular student in the key stage;
- Meeting weekly (or regularly as appropriate) with the Assistant Head, other Key Stage Coordinators and all those responsible for student welfare to review the Student Welfare Programme and issues relating to pastoral care and discipline;
- Taking appropriate responsibility for Parents' Evenings and other year group activities;
- Where necessary, scheduling interviews with students in need;
- Supporting the form tutors of their key stage in implementing the PSHE programme;
- Disseminating information as appropriate.

Role of the Form Tutor

- Setting and insisting on standards of behaviour, watching for changes in attitude, of caring and concern for individual students and the class as a whole; ensuring acceptable standards of uniform and appearance;
- Creating a pleasant atmosphere and physical environment for the form class;
- Fostering a healthy regard for work and learning;
- Being aware of the needs and interests of individual students;
- Following the directives of the Key Stage Coordinator in the delivery of the PSHE Programme;
- Writing pastoral reports and proof-reading written reports;
- Supporting and participating in the Red Card and Detention systems;
- Taking registration, collecting absence notes, and monitoring student use of the Student Diary;
- Disseminating information, particularly through daily delivery of the Daily Secondary School Bulletin, ensuring that students are aware of any changes to the normal routine;

- Acting as a link between the student and Key Stage Coordinator, Head of Department and Subject Teachers.
- Establishing a good working relationship with individual students and the class as a whole providing encouragement, support and guidance where needed;
- Encouraging self discipline in the students' attitude to parents, teachers and peers,
- Developing self esteem in the student and a feeling of her individual worth standard of moral and social development
- Transmitting the values and ethos of the school and an awareness of the needs of others.
- Acting as a linking agent between student and other members of staff.
- Gaining the confidence and respect of students.
- Establish good working relationships with other colleagues.
- Carrying out administrative duties efficiently.

Role of the Teacher in Charge – Learning Support

- Provide support for students so that they may cope more successfully with their work and time at school;
- Support the school's aims for the academic, social, moral and personal development of each student;
- Ensure support and guidance for designated students on issues which affect their development and achievement;
- Participate in, and support the efforts and initiatives of, the Student Welfare Team in the provision of support and guidance for each student on issues which affect their development and achievement;
- Participate in the weekly meetings of the Student Welfare Team;
- Inform the Student Welfare Team of strategies implemented by Learning Support in support of individual student needs;
- Inform the Student Welfare Team of concerns identified by Learning Support;
- Support the school's aims for the academic, social, moral and personal development of each student;
- Promote a greater partnership between students, teachers, parents and the wider community within which all students are enabled to make the most of their opportunities;
- Foster and maintain a good working relationship with members of the Student Welfare Team, providing encouragement, support and guidance where needed;
- Contribute to faculty workshops and in-service;
- Where necessary, schedule interviews with students in need, parents, other members of the Student Welfare Team and other relevant stakeholders;

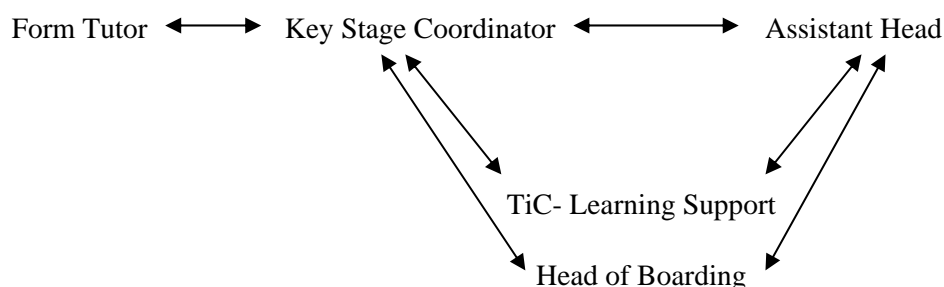
Role of the Head of Boarding

- Support the school's aims for the academic, social, moral and personal development of each student;
- Ensure support and guidance for each boarding student on issues which affect their development and achievement;
- Help develop in boarding students confidence, powers of discrimination and informed decision making;
- Support and train boarding students for effective self-directed learning and study;
- Monitor boarding students' academic development and progress;
- Participate in, and support the efforts and initiatives of, the Student Welfare Team in the provision of support and guidance for each student on issues which affect their development and achievement;
- Participate in the weekly meetings of the Student Welfare Team, serving as a bridge between the Boarding Community and the other members of the Student Welfare Team;
- Inform the Student Welfare Team of strategies implemented by the Boarding Staff in support of individual student needs;
- Inform the Student Welfare Team of issues, concerns and /or needs as identified by the Boarding Staff regarding the welfare of individual student;
- Support the school's aims for the academic, social, moral and personal development of each student;

- Promote a greater partnership between the Boarding Community and students, teachers, parents and the wider community within which all students are enabled to make the most of their opportunities;
- Disseminate pertinent information to/from the School Nurse regarding the medical welfare of boarding students;
- Where necessary, schedule interviews with students in need, parents, other members of the Student Welfare Team and other relevant stakeholders;
- Help promote and maintain an orderly atmosphere in school through the communication of clear and consistent expectations of the highest standards of behaviour to members of the Boarding Community;
- Encourage other members of the Student Welfare team to participate in the boarding life of the school;
- Support the initiatives and efforts of the Student Welfare Team;

Referral

If the nature of a student's individual educational, or pastoral needs, is beyond the scope of the form tutor then the appropriate referral route should be employed.



Note: The Teacher-in-Charge - Learning Support will refer students to professional practitioners in consultation with parents/guardians where the schools ability to support the student is deemed to be inadequate. This decision will be made by the Head of Secondary on recommendation from the Deputy Head of Secondary (academic matters) or Assistant Head.

Timings of Lessons

The day consists of eight 40 minute periods, most of which are taught as double periods. There is a 20 minute interval after period 2 and 5 minutes after period 4. There is a 1 hour lunchtime from 13:10 to 14:10. The times are as follows:

| | |
|----------------|--------------|
| 8:35 to 8:45 | Registration |
| 8:45 to 9:25 | Period 1 |
| 9:25 to 10:05 | Period 2 |
| 10:05 to 10:25 | Break |
| 10:25 to 11:05 | Period 3 |
| 11:05 to 11:45 | Period 4 |
| 11:45 to 11:50 | Small break |
| 11:50 to 12:30 | Period 5 |
| 12:30 to 1:10 | Period 6 |
| 1:10 to 2:10 | Lunch-time |

| | |
|--------------|----------|
| 2:10 to 2:50 | Period 7 |
| 2:50 to 3:30 | Period 8 |

Tutor Group

Students are assigned to a Tutor Group which is based on the school Houses. Each Tutor Group is led by a teacher and meet as a group each day at 8:35 am for 10 minutes and individually with their Tutor as necessary. Period 7 each Friday is a dedicated Tutor Group period where the Tutor will deliver lessons which include the support of PSHE (Personal, Social and Health Education) material and Round Square themes.

The effective use of the *Student Diary* forms a fundamental part of the Tutor Group's pastoral focus. Students are encouraged to be organised and appreciative of the needs for good organisation. Students, parents and the tutors are expected to complete and monitor the effective use of the diary and also comment and sign the weekly pages.

Uniform

Rationale:

It is important that all students show pride in themselves and in the school at all times. One visible way for them to do this is to wear their uniform correctly and with pride. At The Regent's School we are fortunate to have wonderful facilities, excellent staff and fantastic students. We want our parents, visitors and community to see this in the way our students dress and conduct themselves when in uniform.

When entering, leaving or whilst on the premises ALL students must be in full correct uniform or in full correct PE or sports kit. This includes boarding students before and after school. They are to change out of uniform completely after school.

The Key Stage Coordinator will decide if any jewellery or hairstyle is inappropriate. Students must abide by their decision. The PE uniform may only be worn for games, PE lessons or appropriate after school activities. Students may not attend other classes in PE uniform or sports kit without the permission of their Key Stage Coordinator.

Uniform Guidelines for Girls

Years 12 and 13

- School white open-neck blouse.
- Beige skirt, which must reach the knee.
- Plain white socks.
- Black leather shoes. Suede, sport shoes, styled shoes, special heels and excessively thick soles are not allowed.
- School blazer (optional).
- Plain white t-shirt to be worn under the blouse (optional).

Years 7 to 11

- School blouse.
- School tie.
- School navy skirt, which must reach the knee.
- White socks with school logo.
- Black leather shoes. Suede, sport shoes, styled shoes, special heels and excessively thick soles are not allowed.
- School blazer (optional).

- Plain white t-shirt to be worn under the blouse (optional).

Guidelines for all girls:

- Hair – should be neat and tidy and of a natural colour. If hair reaches the shoulder it is to be tied back. Headbands, hair ties etc. MUST be navy, white or black.
- Jewellery – one plain ring, one plain necklace (not to be visible), Thai strings within reason, ONE pair of plain studs or plain circular earrings (sleepers).
- NOT ALLOWED – make-up, visible piercings, ankle bracelets, extreme hairstyles.
- Top buttons must be done up and ties should cover the top button (Years 7 to 11).
- Blouses should be tucked in (Years 7 to 11).
- Shoes should be clean and polished.
- Worn or frayed clothing should be replaced.
- Jewellery outside the guidelines will be confiscated and passed to the Key Stage Coordinator.

Uniform Guidelines for Boys

Years 12 and 13

- School green polo shirt.
- Long beige trousers.
- Grey socks.
- Black leather shoes. Suede, sport shoes, styled shoes, special heels and excessively thick soles are not allowed.
- Black leather belt with a standard size buckle.
- School blazer (optional).
- Plain white t-shirt to be worn under the polo shirt (optional).

Year 7 to 11

- School shirt.
- School tie.
- School long navy trousers.
- White socks with school logo.
- Black leather shoes. Suede, sport shoes, styled shoes, special heels and excessively thick soles are not allowed.
- Black leather belt with a standard size buckle.
- School blazer (optional).
- Plain white t-shirt to be worn under the shirt (optional).

Guidelines for all boys:

- Hair – should be neat, of a natural colour and not past the collar.
- Jewellery – one plain ring, one plain necklace (not to be visible), Thai strings within reason.
- NOT ALLOWED - Hair bands, pony tails, extreme hairstyles, earrings, visible piercings, facial hair.
- Top buttons must be done up and ties should cover the top button (Years 7 to 11).
- Shirts should be tucked in (Years 7 to 11).
- Trousers should be worn at the waist.
- The bottom of the trousers should just touch the shoes.
- Shoes should be clean and polished.
- Worn or frayed clothing should be replaced.
- Jewellery outside the guidelines will be confiscated and passed to the Key Stage Coordinator.

Appendix I

List of Secondary Staff

Appendix II

Secondary School Calendar