



Regent House School

Prospectus Supplement 2024

REGENT HOUSE SCHOOL

Circular Road
Newtownards
BT23 4QA

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Email: office@regenthouse.org.uk

Website: www.regenthouse.org.uk

Principal: Mr M C Carville BSc PGCE PQH

Chairman Board of Governors: Mr R Johnston

Controlled Grammar School

Age Range: 11-18

Admissions No: 210

Enrolment No: 1450

OPEN EVENING INFORMATION

Thursday 7 December 2023 – 6.00pm to 9.00pm and Friday 8 December 2023 – 4.00pm to 7.00pm
Headmaster's Address 6.00pm and 7.00pm (Thursday), 4.00pm and 5.30pm (Friday)

To parent(s)/guardian(s) naming Regent House School as a preference on your child's transfer application.

Entrance Assessment Results

Regent House School intends to use the score awarded to pupils who have taken the Entrance Assessment administered by the Schools' Entrance Assessment Group (SEAG), on 11 November 2023 and 25 November 2023. Please ensure that you enter the Total Standardised Age Score (TSAS) awarded by the Schools' Entrance Assessment Group (SEAG), together with the SEAG Unique Pupil Number on the Transfer Application. Please note it is the responsibility of parents/guardians to make sure that the Statement of Outcomes received from SEAG indicating their child's SEAG Total Standardised Age Score (TSAS) is uploaded with the Transfer Application.

SEAG is very clear that its entrance Assessment consists of two papers. A pupil who only takes one paper (i.e. either Paper 1 or Paper 2 but not both) will not have completed the full Entrance Assessment. Such pupils will, however, have their "single paper" marked and will receive a Statement of Outcomes. Outcomes for pupils who only sit one paper will have designation "e" (for estimate) immediately after the Outcome, e.g. Total Standardised Age Score TSAS 196e; Band 4e. Such pupils may be considered for admission by Regent House School under Special Provisions.

SPECIAL CIRCUMSTANCES

Any parent/guardian claiming Special Circumstances must complete Form SC available from Regent House School or from its website. This documentation, Form SC, together with the appropriate independent documentary evidence which corroborates the Special Circumstances claim, must be uploaded with the Transfer Application.

SPECIAL PROVISIONS

For those pupils currently in P7 in primary schools in Northern Ireland, and for those wishing to Transfer from outside Northern Ireland, claims for Special Provisions should be made on Form SP and uploaded with the Transfer Application. Form SP is available from Regent House School, or from its website.

If you are applying for Special Circumstances or Special Provisions please see the relevant sections of our Admissions Criteria.

Respective Functions of the Board of Governors and Principal in Relation to Admissions to the School

The Board of Governors draws up the admissions criteria and, working with the Principal, applies them.

ADMISSIONS CRITERIA

During the admissions procedure when applying the criteria punctual applications will be considered before late applications are considered. The application procedure opens on 30 January 2024 at 12 noon (GMT) and an application submitted by the closing date of 22 February 2024 at 12 noon (GMT) will be treated as a punctual application. An application received after 12 noon (GMT) on 22 February 2024 and up to 4.00pm on 4 March 2024 will be treated as a late application.

The Board of Governors has determined that all children resident in Northern Ireland at the time of their proposed admission to the School will be selected for admission before any child not so resident.

*The child's Birth Certificate and proof of address should be uploaded with the Transfer Application.
Proof of address – any TWO of the following recent (within the past 6 months) documents with*

sensitive information redacted: Bank/building society statement; Utility bill (e.g. electricity, gas, TV licence, landline telephone); Addressed payslip; Letter awarding Child Benefit to the child or another letter relating to this benefit; Mortgage statement; Land and Property Services Rates Demand; Financial statement such as ISA, Pension or Endowment; Current driving licence; Rental agreement.

Regent House School will not use as a criterion the position of preference given to the school on the Transfer Application; for example, a child who has chosen the School as a second preference school will be considered in the same way as all first preference applications.

The Board of Governors will first consider for admission to Year 8, children who have been awarded a Total Standardised Age Score (TSAS) by the Schools' Entrance Assessment Group (SEAG) as a result of the child's performance in the Entrance Assessment, subject only to the consideration of those children claiming "Special Circumstances" and "Special Provisions", as explained below. Parent/Guardians are advised to record the (TSAS) Score awarded by SEAG, together with the SEAG Unique Pupil Number, on the Transfer Application. Parent/Guardians must upload to the Transfer Application the Statement of Outcomes received from SEAG Indicating their child's SEAG Total Standardised Age Score (TSAS).

In the event that there are more applications than there are places available the following criteria will be applied in the order set down:

1. Children who have taken the Entrance Assessment administered by the Schools' Entrance Assessment Group (SEAG) and been awarded a Total Standardised Age Score (TSAS) by SEAG or assigned a Total Standardised Age Score (TSAS) equivalent by the Board of Governors in accordance with the arrangements for Special Circumstances or Special Provisions set out below, will be considered before other children. If the number of applications is greater than the number of places available, children will be placed in strict rank order of marks, highest to lowest. The Board of Governors will award places on the basis of these scores with the highest score being awarded the first place(s) and then working in descending rank order until the number of places that would be awarded is equal or greater than the admissions number. The Total Standardised Age Score (TSAS) awarded by SEAG in the Entrance Assessment should be entered, along with the SEAG Unique Pupil Number, on the Transfer Application.

If following the application of this criterion it is not possible to identify for admission an exact number of children equivalent to the admissions number as a result of pupils with the same score being tied for the final place(s), the sub-criteria in criterion 3(i) to (viii) below will be applied in the stated order to distinguish between such pupils.

2. If there are still places available after consideration of all the children who have taken the SEAG Entrance Assessment and been awarded a Total Standardised Age Score (TSAS) by SEAG, or assigned a score by the Board of Governors in accordance with the arrangements for Special Circumstances or Special Provisions set out below, the School will consider for admission any children who have not taken the SEAG Entrance Assessment using the sub-criteria listed (i)–(viii) in criterion 3 below.
3. If as specified above, the number of applications exceeds the number of available places, children will be selected by applying the following criteria progressively in the order set down:-
 - (i) pupils enrolled in Regent House Preparatory Department as at 1 September 2023;
 - (ii) children who have, or have had, a child of the family (sibling) attending the secondary department of the school.

Child of the family covers: a child born to a married couple or to a couple in a civil partnership; a child born to a co-habiting couple; a child born to a single parent; a child of either/any of those people by a previous marriage, civil partnership or relationship; a child living with a couple who has been treated as a "child of the family" whether there is a marriage or a civil partnership or not; a child living with an individual, who has been treated as a "child of the family"; an adopted or fostered child; a situation where for example an orphaned cousin is being brought up with a family or individual (details to be supplied);

- (iii) children who are the eldest child of the family at the date of application, eligible to transfer to a mainstream Post-Primary school. Eldest child covers "only" children as well as twins (or other multiples) who are treated as joint eldest. The eldest child criterion will also apply in the case where a family has not had the opportunity to enrol an elder child, such as in cases where the elder child has completed their post-primary education (i.e. seven school years older), could not attend mainstream school (e.g. attends a

special school) or where a family has relocated to Northern Ireland.

Proof of eldest child should be uploaded with the Transfer Application – a letter on headed note paper, stating that the child is the eldest eligible child and that the family is known to the verifier, from one of the following who is not a family member of the applicant: a Primary School Principal, a medical practitioner, a solicitor, an elected public representative, a member of the clergy or a police officer.

- (iv) children who are transferring from Primary Schools located in the former Ards, North Down and Castlereagh Borough Council areas;
- (v) children who are entitled to receive Free School Meals.*
- (vi) the age of the child, preference being given to the eldest child.
- (vii) In the unlikely event in criterion (vi) above, of two or more children having the same birthday;
 - (a) Children will be selected for admission on the basis of the initial letter of the surname as it appears on the birth certificate using alphabetical order.
 - (b) Where surnames begin with the same letter, the second and, if necessary, subsequent letters will be used to establish relative priority for admission using alphabetical order.
 - (c) Where children have the same surname, the initial letter of the first forename as it appears on the birth certificate will be used for admission.
 - (d) Where the forenames begin with the same letter, the second and, if necessary, subsequent letters will be used to establish relative priority for admission using alphabetical order.
 - (e) Where no priority can be established by means of this direct alphabetical comparison (e.g. 'Alan' 'Alanna') the child with the shorter first forename will be prioritised for admission.
 - (f) Where children have the same forename the child without any subsequent forename will be prioritised for admission.
 - (g) Where the application of (a) to (f) has not permitted priority to be established then (c) and (d) will be repeated with the substitution of 'second forename' for 'first forename'.
- (viii) The School wishes to continue its tradition of accepting children from a wide catchment area, irrespective of the proximity of their homes from the School. If however after all the criteria 3(i) to 3 (vii) have been exhausted it becomes necessary to make a final selection, priority will be given to a child whose home is closer to the school. Distance will be measured in a straight line using an Ordnance Survey map from the front door of the child's home to the front door of the School. Home will be taken to mean the child's address appearing at the commencement of the Transfer Application.

Parents/Guardians must indicate on the Transfer Application which of the above sub-criteria apply and to furnish relevant details. The Board of Governors will take into account only information which is detailed on or attached to the Transfer Application.

* "entitled to Free School Meals" will mean applicants who are listed on the Education Authority register as entitled to Free School Meals at the date on which their parent or guardian has signed their post-primary Transfer Application, or at any date up to and including 4 March 2024.

SPECIAL CIRCUMSTANCES AND SPECIAL PROVISIONS

The purpose of a claim for Special Circumstances and/or special provisions is so that a child can be assigned a Total Standardised Age Score (TSAS) equivalent to that which he or she would have obtained in the SEAG Entrance Assessment under normal conditions. Consideration of a claim for Special Circumstances and/or special provisions consists of two parts: the first requires the consideration of whether there is sufficient material to permit a child to be considered as having Special Circumstances or attracting special provisions, or both; if a child is permitted to be considered as having Special Circumstances or as attracting special provisions or both, the second part of the consideration requires an educational judgement to be made on the totality of the material presented to the Board of Governors so that a Total Standardised Age Score (TSAS) equivalent to that which the child would have obtained in the SEAG Entrance Assessment under normal conditions can be assigned.

Please note, parents/guardians are required to upload with the Transfer Application all such material that will assist the Board of Governors in performing both parts of the consideration described above. It should be noted by

parents/guardians that both parts of the consideration referred to involve an exercise in educational judgment and not precise calculation.

Special Circumstances

Regent House School has academic performance as its first criterion, subject only to the consideration of medical or other problems which may have affected performance in the SEAG Entrance Assessment and which are supported by documentary evidence of a medical or other appropriate nature including educational evidence. These 'medical or other problems' are commonly referred to as 'Special Circumstances'.

Please note:

- If a claim for the consideration of Special Circumstances is made in respect of matters for which Special Access arrangements were granted for a child, the School will take into account the fact that the child was granted Special Access arrangements for those matters.

Parents/Guardians who wish to apply to the School under Special Circumstances should complete Form SC, obtainable from the School, upload with appropriate documentary evidence, as detailed below, with the Transfer Application. The onus is upon parents to ensure that all relevant supporting information and accompanying application forms are provided to the school.

- Details of Medical or Other Problems

Where it is claimed that a child's performance in the SEAG Entrance Assessment has been affected by a medical or other problem, it is the responsibility of the parents/guardians to set out in the Form SC precise details of the problem and upload with the Transfer Application the evidence to corroborate its existence.

Where the problem is a medical one of short term duration which affected the child only at the time of the SEAG Entrance Assessments, the School will attach greater weight to evidence indicating that the child was examined by a medical practitioner in relation to the illness at the time of the assessments.

Where the problem is of a non-medical nature the parents/guardians should set out in the Form SC precise details of the problem and upload appropriate documentary evidence with the Transfer Application the evidence to corroborate its existence. Greater weight will be given to independent evidence.

- Educational Evidence

In reaching the educational judgement needed to assign an equivalent TSAS that the child would have obtained in the SEAG Entrance Assessment under normal circumstances, the Education Committee will consider any material uploaded with the Transfer Application by the parents/guardians. This material may include any or all of the following:

- The Total Standardised Age Score (TSAS) awarded by SEAG in the Entrance Assessment (if the child sits both Entrance Assessments).
- The results for the child of any standardised tests in English and Mathematics conducted in Year 5, Year 6 and Year 7 and the results in any end of year tests in English and Mathematics in Year 5 and Year 6.
- Comparative information from the Primary School for other pupils in the child's Year 7 class (without names) of any standardised tests in English and Mathematics conducted in Year 5, Year 6 and Year 7 and the results in any end of year tests in English and Mathematics in Year 5 and Year 6, where available, the respective SEAG Total Standardised Age Score (TSAS) awarded;
- Any other relevant material presented by parents/guardians.

The Board of Governors will consider the application for Special Circumstances. Where a Special Circumstances claim is upheld, the Board will determine and assign, on the basis of the information available, an equivalent Total Standardised Age Score (TSAS) for the child. Such children will then be considered with all other children who have received a Total Standardised Age Score (TSAS) in the SEAG Entrance Assessment and the admissions criteria applied.

Special Provisions

Special provisions will apply for:

- a) children whose parents/guardians wish them to transfer from schools outside Northern Ireland;
- b) children who have received more than half their primary education outside Northern Ireland;
- c) children who due to a serious medical or other problem supported by appropriate documentary evidence or for a demonstrably valid reason also supported by appropriate documentary evidence, were either unable to sit both the SEAG Entrance Assessment papers OR have an estimated outcome from SEAG because they only sat one of the two Entrance Assessment papers.

Note: It is expected that all those seeking admission should sit the SEAG Entrance Assessments, with the exception of those children who take up residence in Northern Ireland after 2 October 2023.

Parents/Guardians who wish to apply to the School under Special Provisions should complete Form SP, obtainable from the School, stating the precise reason why they believe the child is eligible for consideration under Special Provisions and upload appropriate independent evidence with the Transfer Application. For those pupils whose parents wish them to transfer from a school outside Northern Ireland, applications for Special Provisions should be received by the EA no later than 4.00pm on 4 March 2024.

The Board of Governors will consider each application for Special Provisions. Where Special Provisions are accepted, the following procedures will apply. The Board of Governors will consider the assessment information as detailed in Form SP:

- the results for the child of any standardised tests in English and Mathematics conducted in Year 5, Year 6 and Year 7 (the last three years of Primary School) and the results of any end of year tests in English and Mathematics in Year 5 and 6 (the last two years of Primary School);
- comparative information from the Primary School for other pupils in the child's Year 7 class (without names) of any standardised tests in English and Mathematics conducted in Year 5, Year 6 and Year 7 and the results of any end of year tests in English and Mathematics in Year 5 and Year 6.
- Any other relevant assessment material.
- If a claim for the consideration of Special Provision is made in respect of matters for which Special Access arrangements were granted for a child, the School will take into account the fact that the child was granted Special Access arrangements for those matters.

The Board of Governors will assign an equivalent Total Standardised Age Score (TSAS) for the child on the basis of the information available. Such children will then be considered with all other children who have received a SEAG Total Standardised Age Score (TSAS) and the admissions criteria applied.

It is the responsibility of parents/guardians to ensure that the Transfer Application is completed in full, including, for example, details of any family relationship with Regent House School (including, for verification purposes, dates and maiden name if appropriate) and other relevant information.

If the Board of Governors becomes aware of:

- a) any material irregularity in the application made to the Schools' Entrance Assessment Group in connection with the prescribed test, or
- b) any falsification of any documents submitted to the Schools' Entrance Assessment Group in connection with the prescribed test, or
- c) any material breach of the conditions on the part of the child or his parents or guardians relating to the prescribed test.

It reserves the right to reject the application to the School of such a child.

DUTY TO VERIFY

The Verification of Information

Those making applications should note that the information contained within an application that qualifies the child for admission will be verified.

The Board of Governors therefore reserves the right to require such supplementary evidence as it may determine to support or verify information on any Transfer Application.

Those making applications should also note the provision of false information or incorrect information, or the failure to provide verifying documents according to the required deadline, may result in either the withdrawal of a place or the inability of the School to offer a place.

WAITING LIST POLICY

Regent House School operates a Waiting Lists Policy. For Year 8, all applications for admission to Year 8 that were initially refused will be automatically placed on the Year 8 Waiting List. New applications, late applications and applications where new information has been provided will also be added to the Year 8 Waiting List. The Waiting List will be in place until 30 June 2025, the end of Year 8. Please contact the school if you wish your child's name to be removed from the Year 8 Waiting List.

Should a vacancy arise after the date upon which outcome of applications have been issued from the Education Authority, the procedure outlined in the Admissions Criteria for entry to Year 8 will be followed in relation to those applications on the Year 8 Waiting List. The school will contact you if your child gains a place in the school by this method.

APPLICATIONS AND ADMISSIONS

Year	Admissions No	Total Applications <i>ie. All preferences</i>	Total Admissions
2021/22	210	393	210
2022/23	210	271	210
2023/24	210	237	210

ADMISSION CRITERIA YEARS 9 – 12

The appropriate number of possible admissions to the school will be determined so that the total enrolment figure does not exceed 1450 which is the number allowed by the Department of Education for Regent House School.

Places will only be offered to pupils in a particular Year group where to do so would not prejudice the efficient use of resources. For health and safety reasons, classes in practical subjects will not normally exceed 20 and non- practical classes shall not exceed 31. The Governors will determine if a place becomes available. If the number of applications exceeds the number of available places, children will be selected by applying the following criteria progressively in the order set down:-

Children who have shown by their academic progress and positive attitude to date that they will benefit from the educational provision available in Regent House. Evidence will be sought from the grade achieved in the Transfer Test and reports from the previous school attended, which must accompany the application. Applicants will be ranked accordingly and selection will be made according to their place in this rank order.

In the event of there being more suitable applicants than available places then the places will be allocated using the following criteria in the order stated.

- (i) Children who have attended Regent House Preparatory Department.
- (ii) Children who have a sibling currently attending the school (including the Preparatory Department). "Sibling" is defined as another child of the family to include, for example, half-brothers and sisters, together with children who are adopted or fostered.
- (iii) Children who have had a sibling attending the school. "Sibling" is defined as another child of the family to include, for example, half-brothers and sisters, together with children who are adopted or fostered.
- (iv) Children who are the eldest child of the family to be eligible to be admitted to the school.
- (v) The age of the child, preference being given to the eldest child.
- (vi) In the unlikely event in criterion above, of two or more children having the same birthday,
 - (a) Children will be selected for admission on the basis of the initial letter of the surname as it appears on the birth certificate using alphabetical order.
 - (b) Where surnames begin with the same letter, the second and, if necessary, subsequent letters will be used to establish relative priority for admission using alphabetical order.
 - (c) Where children have the same surname, the initial letter of the first forename as it appears on the birth certificate will be used for admission.
 - (d) Where the first forenames begin with the same letter, the second and, if necessary, subsequent letters will be used to establish relative priority for admission using alphabetical order.
 - (e) Where no priority can be established by means of this direct alphabetical comparison (e.g. 'Alan' 'Alanna') the child with the shorter first forename will be prioritised for admission.
 - (f) Where children have the same first forename the child without any subsequent forename will be prioritised for admission.
 - (g) Where the application of (a) to (f) has not permitted priority to be established then (c) and (d) will be repeated with the substitution of 'second forename'.
- (vii) The School wishes to continue its tradition of accepting children from a wide catchment area, irrespective of the proximity of their homes from the School. If however after all the criteria (i) to (vi) have been exhausted it becomes necessary to make a final selection, priority will be given to a child whose home is closer to the school. Distance will be measured in a straight line using an Ordnance Survey map from the front door of the child's home to the front door of the School.

ORGANISATION OF CLASSES AND HOMEWORK

YEARS 8 – 10

Pupils are allocated to seven or eight classes in a random selection to ensure a reasonable mix of pupils from different primary schools. Where possible, at least two pupils from the same primary school will be allocated per class.

YEARS 11-14

Each pupil's programme of classes is governed by the subject choice options chosen.

HOUSE SYSTEM

For the purpose of competition in games and other out-of-class activities the school is divided into four houses (Castlereagh, Clandeboye, Scrabo and Strangford). New pupils are allocated to houses at the beginning of the year.

HOMEWORK

All pupils are expected to complete set homework varying according to their age and course of study, from 1.5 hours a day for junior pupils to 3 hours for those studying at Advanced Level. The school believes this private study is essential to develop their self-discipline in learning so necessary to ensure academic success.

REPORTING PROGRESS

Internal Examinations and Reports

All year groups have regular progress assessments and reports. Pupils whose work or effort is of a high standard receive commendations recognising their achievements. Pupils whose reports are not as they should be, are invited to a meeting with their parents and a senior member of staff or middle leader. Monitoring and reviewing programmes are then put in place to support the pupil. All year groups have winter examinations in January and Years 8 – 11 also have summer examinations.

In addition, we have an assessment and reporting cycle that analyses pupil performance approximately every 8-10 weeks. Our Heads of Department have carefully designed these informative assessments to assist a continuous review of what is being taught and to improve information on pupil performance. Where pupils require additional support, our extensive mentoring programme guides those pupils towards their goals in partnership with their teachers and parents.

Parents' Meetings

Parents' meetings are held annually for the parents of pupils in every Year Group. A second parents' meeting for Year 13 and Year 14 pupils not achieving their full potential is available by invitation.

RELIGIOUS EDUCATION

Morning Assembly and the specifications for religious education are entirely non-denominational.

Parents who object to the attendance of their children at Morning Assembly or religious education have the statutory right of withdrawal. Arrangements can be made with the Headmaster.

PUPIL ACHIEVEMENT

Public Examination Trend Data

Performance Indicator	2019-2020	2020-2021	2021-2022	2022-2023
% Achieving 5+ GCSEs at Grades A*-C	99	98	99	97
% Achieving 7+ GCSEs at Grades A*-C	96	95	97	93
% Achieving 3+ A levels at Grades A-C	99	97	90	90
% Achieving 2+ A levels at Grades A-E	100	100	100	100

Public Examination Results 2022-2023

Year 12 Pupils

Number of Pupils in Year 12: 210

Number of these with a statement of special educational needs: 5

GCSE Results Overall

% Entered for 7 or more Subjects	% Entered for 5 or more Subjects	% Achieving Grades A* - C		% Achieving No Grades A* - G
		7 or more	5 or more	
		98	100	

Year 13 and Year 14 Pupils

A Levels

Number of Pupils in Final Year of A Level Course	% of those Pupils Achieving	
	3 or more passes at Grade A-C	2 or more passes at Grade A-E
157	90	100

LEAVERS STATS 2022 – 2023

Year	Higher Education	Further Education	Another School	Employment	Other	TOTAL
14	146	4		7	3	160
13		1	6	5	4	16
12		26	5	3	3	37
						213
%	68.5	14.5	5.2	7.1	4.7	

ATTENDANCE (years 8 – 14)

Annual attendance in 22/23 ran at the satisfactory level of **93.35%**

School Leavers Destinations 2022 – 2023

From Years 12, 13 and 14

Numbers of Leavers 2022 - 2023	Destinations - % of Leavers to				
213	Higher Education	Further Education	Another School	Employment	Other
%	68.5	14.5	5.2	7.1	4.7

Numbers of Leavers 2022 - 2023	Destinations - % of Year 14 Leavers to			
160	Higher Education 146	Further Education 4	Employment 7	Other 3
%	91	2.5	4.5	2

2023 GCSE Results:

Percentage per Grade

Subject	Entries	A*	A	B	C*	C	D	E	F	A*-A	A*-B	A*-C	A*-E
Agriculture	12	0.0	25.0	41.7	0.0	25.0	0.0	8.3	0.0	25.0	66.7	91.7	100.0
Art & Design	34	38.2	35.3	11.8	5.9	5.9	2.9	0.0	0.0	73.5	85.3	97.1	100.0
Biology	143	18.2	30.1	31.5	16.1	0.7	2.8	0.0	0.0	48.3	79.7	96.5	99.3
Business & Comm Systems	31	16.1	35.5	22.6	12.9	3.2	9.7	0.0	0.0	51.6	74.2	90.3	100.0
Business Studies	85	9.4	32.9	32.9	12.9	4.7	4.7	2.4	0.0	42.4	75.3	92.9	100.0
Chemistry	132	18.2	41.7	15.2	14.4	9.1	1.5	0.0	0.0	59.8	75.0	98.5	100.0
Child Development	39	5.1	30.8	28.2	12.8	15.4	5.1	0.0	0.0	35.9	64.1	92.3	97.4
Classical Civilisation	31	12.9	29.0	25.8	12.9	12.9	6.5	0.0	0.0	41.9	67.7	93.5	100.0
Digital Tech (Programming)	32	12.5	37.5	28.1	12.5	3.1	6.3	0.0	0.0	50.0	78.1	93.8	100.0
Dig Tech (Multimedia)	7	14.3	57.1	14.3	0.0	14.3	0.0	0.0	0.0	71.4	85.7	100.0	100.0
Design and Technology	38	5.3	31.6	42.1	18.4	0.0	2.6	0.0	0.0	36.8	78.9	97.4	100.0
Drama	14	21.4	64.3	14.3	0.0	0.0	0.0	0.0	0.0	85.7	100.0	100.0	100.0
Economics	26.0	19.2	30.8	26.9	23.1	0.0	0.0	0.0	0.0	50.0	76.9	100.0	100.0
English Language	210	12.4	40.5	32.4	11.9	2.4	0.0	0.5	0.0	52.9	85.2	99.5	100.0
English Literature	206.0	16.5	40.8	34.0	6.3	2.4	0.0	0.0	0.0	57.3	91.3	100.0	100.0
French	70	7.1	34.3	24.3	21.4	10.0	2.9	0.0	0.0	41.4	65.7	97.1	100.0
Geography	98.0	21.4	36.7	19.4	13.3	4.1	3.1	1.0	0.0	58.2	77.6	94.9	99.0
German	53	9.4	24.5	26.4	22.6	15.1	1.9	0.0	0.0	34.0	60.4	98.1	100.0
History	98.0	16.3	39.8	20.4	13.3	10.2	0.0	0.0	0.0	56.1	76.5	100.0	100.0
HE: Food Science & Nutrition	37	8.1	29.7	24.3	21.6	16.2	0.0	0.0	0.0	37.8	62.2	100.0	100.0
HE: Child Development	39.0	5.1	30.8	28.2	12.8	15.4	5.1	0.0	0.0	35.9	64.1	92.3	97.4
Leisure & Tourism	11	9.1	9.1	18.2	18.2	18.2	9.1	18.2	0.0	18.2	36.4	72.7	100.0
Mathematics Further	69.0	30.4	44.9	18.8	5.8	0.0	0.0	0.0	0.0	75.4	94.2	100.0	100.0
Mathematics	210	22.9	53.8	16.2	5.7	1.0	0.5	0.0	0.0	76.7	92.9	99.5	100.0
Music	7.0	42.9	28.6	14.3	14.3	0.0	0.0	0.0	0.0	71.4	85.7	100.0	100.0
Physics	124	12.9	31.5	29.8	18.5	5.6	1.6	0.0	0.0	44.4	74.2	98.4	100.0
Religious Studies	19.0	42.1	36.8	5.3	5.3	0.0	10.5	0.0	0.0	78.9	84.2	89.5	100.0
Spanish	23	21.7	30.4	13.0	30.4	0.0	4.3	0.0	0.0	52.2	65.2	95.7	100.0
PE	38.0	5.3	23.7	39.5	26.3	5.3	0.0	0.0	0.0	28.9	68.4	100.0	100.0
Occupational Studies	7	14.3	57.1	14.3	0.0	14.3	0.0	0.0	0.0	71.4	85.7	100.0	100.0
BTEC Sport	8.0	25.0	25.0	37.5	0.0	12.5	0.0	0.0	0.0	50.0	87.5	100.0	100.0
All subjects	1951	16.2	37.8	25.7	12.8	5.2	1.8	0.4	0.0	54.0	79.7	97.6	99.8

2023 AS Results:
Percentage per Grade

Subject	Entries	A	B	C	D	E	U	A*-B	A*-C	A*-E
Biology	46	50.0	30.4	13.0	6.5	0.0	0.0	80.4	93.5	100.0
Business	59	39.0	47.5	13.6	0.0	0.0	0.0	86.4	100.0	100.0
Chemistry	42	57.1	28.6	11.9	2.4	0.0	0.0	85.7	97.6	100.0
Classical Civilisation	10	30.0	40.0	10.0	20.0	0.0	0.0	70.0	80.0	100.0
Design and Technology	14	78.6	21.4	0.0	0.0	0.0	0.0	100.0	100.0	100.0
Drama	5	40.0	40.0	20.0	0.0	0.0	0.0	80.0	100.0	100.0
Economics	20	45.0	35.0	20.0	0.0	0.0	0.0	80.0	100.0	100.0
English Literature	31	16.1	38.7	41.9	3.2	0.0	0.0	54.8	96.8	100.0
French	6	66.7	33.3	0.0	0.0	0.0	0.0	100.0	100.0	100.0
Geography	37	32.4	32.4	29.7	5.4	0.0	0.0	64.9	94.6	100.0
German	13	30.8	38.5	15.4	15.4	0.0	0.0	69.2	84.6	100.0
Health & Social Care	19	42.1	57.9	0.0	0.0	0.0	0.0	100.0	100.0	100.0
History	27	14.8	48.1	29.6	7.4	0.0	0.0	63.0	92.6	100.0
HE: Nutrition & Food Science	19	10.5	21.1	42.1	21.1	5.3	0.0	31.6	73.7	100.0
IT (equivalent grades)	33	90.9	0.0	9.1	0.0	0.0	0.0	90.9	100.0	100.0
Mathematics	59	62.7	20.3	11.9	5.1	0.0	0.0	83.1	94.9	100.0
Music	3	66.7	33.3	0.0	0.0	0.0	0.0	100.0	100.0	100.0
Physics	31	32.3	25.8	25.8	6.5	9.7	0.0	58.1	83.9	100.0
Politics	24	16.7	50.0	16.7	12.5	4.2	0.0	66.7	83.3	100.0
Religious Studies	5	60.0	20.0	20.0	0.0	0.0	0.0	80.0	100.0	100.0
Spanish	3	100.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	100.0
Sport/PE Studies	8	37.5	50.0	12.5	0.0	0.0	0.0	87.5	100.0	100.0
All Subjects	514	44.0	32.5	17.7	4.9	1.0	0.0	76.5	94.2	100.0

2023 A2 Results:

Percentage per Grade



Subject	Entries	A*	A	B	C	D	E	U	A*-A	A*-B	A*-C	A*-E
Art & Design	16	25.0	43.8	31.3	0.0	0.0	0.0	0.0	68.8	100.0	100.0	100.0
Biology	48	10.4	20.8	37.5	22.9	6.3	2.1	0.0	31.3	68.8	91.7	100.0
Business	50	8.0	26.0	40.0	26.0	0.0	0.0	0.0	34.0	74.0	100.0	100.0
Chemistry	26	19.2	30.8	23.1	19.2	7.7	0.0	0.0	50.0	73.1	92.3	100.0
Classical Civilisation	12	0.0	8.3	33.3	50.0	8.3	0.0	0.0	8.3	41.7	91.7	100.0
Design and Technology	11	45.5	27.3	18.2	9.1	0.0	0.0	0.0	72.7	90.9	100.0	100.0
Drama	7	14.3	71.4	14.3	0.0	0.0	0.0	0.0	85.7	100.0	100.0	100.0
Economics	11	0.0	54.5	36.4	9.1	0.0	0.0	0.0	54.5	90.9	100.0	100.0
English Literature	17	0.0	23.5	41.2	29.4	5.9	0.0	0.0	23.5	64.7	94.1	100.0
French	7	28.6	28.6	42.9	0.0	0.0	0.0	0.0	57.1	100.0	100.0	100.0
Geography	35	2.9	34.3	45.7	17.1	0.0	0.0	0.0	37.1	82.9	100.0	100.0
German	8	50.0	0.0	50.0	0.0	0.0	0.0	0.0	50.0	100.0	100.0	100.0
Health & Social Care	35	2.9	31.4	48.6	17.1	0.0	0.0	0.0	34.3	82.9	100.0	100.0
History	16	0.0	25.0	50.0	18.8	6.3	0.0	0.0	25.0	75.0	93.8	100.0
Home Economics	22	0.0	13.6	40.9	40.9	4.5	0.0	0.0	13.6	54.5	95.5	100.0
IT	18	94.4	0.0	0.0	5.6	0.0	0.0	0.0	94.4	94.4	100.0	100.0
Mathematics Further	6	33.3	33.3	16.7	16.7	0.0	0.0	0.0	66.7	83.3	100.0	100.0
Mathematics	37	18.9	56.8	16.2	8.1	0.0	0.0	0.0	75.7	91.9	100.0	100.0
Music	2	0.0	100.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	100.0	100.0
Physics	28	14.3	17.9	25.0	21.4	10.7	10.7	0.0	32.1	57.1	78.6	100.0
Politics	14	0.0	64.3	21.4	7.1	7.1	0.0	0.0	64.3	85.7	92.9	100.0
Religious Studies	7	14.3	28.6	57.1	0.0	0.0	0.0	0.0	42.9	100.0	100.0	100.0
Spanish	6	16.7	33.3	50.0	0.0	0.0	0.0	0.0	50.0	100.0	100.0	100.0
Sport/PE Studies	8	37.5	50.0	12.5	0.0	0.0	0.0	0.0	87.5	100.0	100.0	100.0
Sport BTEC	22	31.8	45.5	0.0	22.7	0.0	0.0	0.0	77.3	77.3	100.0	100.0
Travel & Tourism BTEC	14	28.6	42.9	0.0	28.6	0.0	0.0	0.0	71.4	71.4	100.0	100.0
All Subjects	483	16.1	31.5	30.8	18.0	2.7	0.8	0.0	48	78	96	100

SCHOOL POLICY SUMMARIES

Policies are updated on an on-going basis; the following policy summaries are correct at the time of publication. Full and updated policies can be viewed on our website and hard copies are accessible on request by contacting the school office.

PASTORAL CARE

Pastoral care is concerned with the care, welfare and personal needs of all pupils and is an important part of the ethos of the school. It is not something which exists in isolation. It is present in all aspects of school life and influences every pupil in every activity associated with the school. It exists, therefore, not for its own sake, but to enable pupils to achieve their full potential.

If you have any concerns about your child's safety, the school has a Designated Teacher, Mrs. Haugh, who has specific responsibility for Child Protection. If Mrs. Haugh is unavailable, pupils, staff or parents should contact another member of the team: Mr. Matchett, Mr. Thompson, Miss Ritchie, or Mr. Carville (Headmaster)

SPECIAL EDUCATIONAL NEEDS

In accordance with the Education (Northern Ireland) Order 1996 and the Special Educational Needs and Disability (Northern Ireland) Order 2005, the SEND Act (NI) 2016 and the SEN Regulations (NI) 2021, the Governors of Regent House are cognisant of their responsibilities in relation to pupils with Special Educational Needs.

They consider that a Special Educational Need exists if a pupil has a learning difficulty which calls for special educational provision or a disability which prevents him/her from having access to all aspects of the school curriculum, without the provision of additional measures.

The definition of Special Educational Needs encompasses a diverse range of learning difficulties, varying in type, duration and severity and may include:

- cognitive and learning difficulties
- specific learning difficulties (e.g. dyslexia)
- social, emotional and behavioural difficulties
- communication and interaction difficulties
- sensory difficulties (e.g. visual or hearing impairment)
- medical conditions/syndromes
- physical disabilities

In relation to Special Educational Needs the school's aims are:

- to ensure early identification of pupils' needs
- to facilitate the integration of pupils with such needs into mainstream education
- to ensure appropriate awareness of the individual needs of pupils and make specific provision for those needs
- to implement a range of strategies and monitor pupil progress
- to provide learning and pastoral support as appropriate
- to promote self-confidence and self-esteem in pupils
- to foster close working partnerships with parents
- to liaise with appropriate external support agencies as necessary.

The Special Educational Needs Co-ordinator oversees provision for pupils with special needs, working in conjunction with the VP Pastoral and liaising closely with the appropriate services of the Education Authority.

UNIFORM

The school ethos is promoted through a smart and practical uniform which all pupils are required to wear. We believe the uniform is an important facet of school life which develops pride and a sense of belonging to the school community and encourages pupils to express themselves not through clothing but through their personality, academic achievement and extra-curricular involvement.

Girls' Uniform

Green school blazer with school crest

Bottle green knee-length skirt

Pale green school blouse (summer blouse also available)

Regent House school tie secured at collar (green with red stripes)

Bottle green regulation cardigan or pullover

Bottle green tights. (Plain fawn knee length socks may be worn in September and/or Summer Term)

In Sixth Form tights are worn all year round.

Plain black leather/leather look shoes with flat/low heel

Boys' Uniform

Black school blazer with school crest

Black trousers of conservative cut

Plain white shirt

Regent House school tie secured at collar (black with red stripes)

Plain black v-neck pullover

Plain black socks

Plain black leather/leather look shoes

The full uniform and PE uniform for boys and girls is stocked by Alan Espey, Focus Menswear and D Crawford in Newtownards and also in Bangor by Roberts Schoolwear, Focus Menswear and James Baillie. The Games uniform is available at Alan Espey and David Crawford in Newtownards and Roberts of Bangor. Year 8 boys will be informed of their House on the New Intake evening. This will help guide the purchase of the correct House jersey.

PHYSICAL EDUCATION AND GAMES UNIFORM

Kit	Male	Female
PE	White RHS polo shirt White shorts Plain white socks Training Shoes	White RHS polo shirt RHS black skort or RHS leggings Plain white socks Training Shoes
Games	RHS / House Rugby Jersey (or white RHS polo shirt) Plain black rugby shorts RHS Games socks (Black) RHS PE top (optional) RHS PE training pants (optional) Training shoes Rugby/Soccer boots Gum Shield	White RHS polo shirt RHS black skort or RHS leggings RHS Games socks (Red) RHS PE top (optional) RHS PE training pants (optional) Gum Shield Training shoes

DRESS CODE

1. School uniform must be worn in school, when travelling to and from school, and on other occasions as required when representing the school. Pupils travelling to and from games venues should do so in their school tracksuit.
2. Uniform should be clean and in good repair. Shirts and blouses should be tucked in with top buttons done up. Ties should be properly tied. The School blazer should be worn during class time and when moving from class to class unless permission to remove it is given by a member of staff. Scarves, outdoor coats, fleeces and hats should not be worn indoors.
3. All items of uniform and games uniform must be clearly named.
4. Hair must be clean, tidy and of a reasonable style. Boy's hair must be no shorter than a 'Number 2' cut and no longer than collar length. Girls, whose hair is shoulder length or longer, may be asked to tie it back or wear a hair net for health and safety reasons. Use of colouring and styling products should be kept to a minimum. Unnatural hair colours are not permitted.
5. A minimal amount of jewellery is permitted. This means a wristwatch and one ring. In addition, pupils are allowed to wear one pair of earrings (one plain stud per ear, positioned on the ear lobe). No other piercings are allowed.
6. Make-up is not permitted.
7. Nail polish is not permitted.
8. Only School badges or those of accredited organisations should be worn.
9. No visible tattoos are permitted.
10. Boys must be clean shaven.
11. The Headmaster will be the final arbiter in all issues relating to the Dress Code.

DRUGS EDUCATION

Our school believes that the misuse of drugs endangers not only our pupils but also affects the wider community in which we live. It is the school's responsibility to ensure the child's health and safety while in our care and we also strive to promote their personal and social wellbeing. Drug misuse undermines this and hinders the development of the young person.

We recognise that young people in today's society are exposed to the risks associated with the drug culture which exists. Young people are challenged by the changing and sometimes conflicting values of society, which places demands on them to make informed and responsible choices. The school wishes to promote the development of the 'whole person' which encompasses physical, mental, emotional, social and environmental health, by equipping pupils with the knowledge, skills, attitudes and values to handle their lives effectively in the present and prepare them for adulthood. Drugs education should therefore form an integral part of the school curriculum.

Drugs education is not seen as a one-off topic but as a continuous process which involves the development of skills and attitudes enabling pupils to make informed choices. Effective drug education should take account of not only the individual, but also the family, their peer groups, and the wider community. Where possible, the school promotes the partnership between the parent and child when addressing drug issues.

ANTI-BULLYING

Every person in the school community has the right to belong to an all-inclusive society that is free from bullying. It is the aim of Regent House to support the development of all our pupils in a caring, supportive and stimulating environment that encourages self-belief, responsibility and integrity in an atmosphere of mutual respect.

The school strives to establish a climate in which a pupil who is being bullied, or is aware that bullying is taking place, feels it is safe to tell. Students should feel confident that action will be taken following a complaint about bullying. We are a telling school.

All members of the school community have a key role in promoting, implementing and supporting the school's policy on bullying. Regent House is a school where the community is challenged to aspire to excellence in an inclusive, supportive and respectful environment. No member of the school community should humiliate another. Sarcasm, negative comments and gestures or expressions that are intimidating should be avoided. No-one should make negative personal comments. It is important that there is a collaborative whole school approach to address any difficulties that may be encountered.

Incidents of bullying outside school but while in school uniform will be dealt with by the school.

POSITIVE BEHAVIOUR FOR LEARNING

Regent House School is committed to ensuring that our students master the knowledge, understanding and skills to be academically successful. We believe that anyone who is successful (in the broadest sense of the word) must develop self-discipline and be given autonomy to make the right choices. The Learning Habits provide a framework to ensure our core values are embedded within our daily practice and routines. We fully believe that verbal praise can be very powerful in developing a happy and purposeful school environment. Positive behaviour should be maintained, as far as is possible, with the minimum of tension. Responsibility for maintaining good standards lies with each member of staff. Teachers are expected to correct inappropriate behaviour or breaches of regulations wherever they occur and not just in their own classrooms.

School Rules

Regent House School is a thriving school community. We value all members of our community and aim to ensure that we all derive the greatest possible benefit from being here. Our code of conduct outlines how we expect everyone to behave and is designed to promote the principles, values and standards that are necessary for the harmonious and safe functioning of the school.

1. You are expected to attend regularly. Parents should respond by text message with a reason for their child's absence.
2. You must remain in the school grounds during normal school hours unless you have permission from an authorised member of staff to be elsewhere. Pupils in 6th Form may leave school at lunchtime. The School accepts no legal liability for any pupil who leaves the premises without authorisation.
3. If you are injured or taken ill during school hours, go to Matron's Room or the School Office. Do not go home before the end of the day or leave the school premises without permission from an authorised member of staff. Do not phone your parents directly. If there is a problem contact your Year Head.
4. You are expected to attend punctually. This applies to registration at the start of the day and to all classes thereafter.
5. Good behaviour, and consideration for others, is expected from all pupils both in and out of school.

6. Classes waiting for the arrival of a teacher should stand quietly in the corridor until their teacher arrives.
7. For health and safety reasons pupils should walk on the left hand side of corridors and stairs.
8. Physical violence, aggressive or threatening behaviour of any type is a serious matter and will not be tolerated. If you witness any confrontation, report it to a member of staff.
9. Any form of bullying is unacceptable. Taunting and verbal or physical abuse, whether inside or outside the classroom, and other forms of victimisation are totally against our ethos. Always inform a member of staff if you feel you are being bullied or if you see or hear about anyone else being mistreated.
10. Dangerous implements (e.g. knives, lighters, matches, laser pens, fireworks) must not be brought to school.
11. Pupils should not be engaged in smoking, drinking, drug taking or gambling on school premises, in school uniform or at any other school activity. Consequently, you must not have in your possession tobacco, vapes, alcohol, solvents or drugs.
12. School uniform must be worn in school, when travelling to and from school, and on other occasions as required when representing the school. Pupils travelling to and from games venues should do so in their school tracksuit.
13. Pupils must be neat and tidy and present themselves in accordance with the school's dress code.
14. Mobile phones must be switched off. Pupils using mobile phones on the school premises will have them confiscated by a member of staff and the pupil placed in detention.
15. *If pupils need to contact their parents during the school day they may use a telephone in the school office or contact the Head of Year if the call is of a private or confidential nature.*
16. Photographs or moving images of pupils and staff may only be recorded if permission has been given by an authorised member of staff.
17. Money and all articles of value should not be brought into School. The School cannot accept responsibility for articles lost by pupils. All articles of clothing and books must be clearly marked with the owner's name.
18. You are expected to help to maintain the good condition of the School buildings and equipment. Pupils or parents must pay the full cost of willful damage to School property.
19. Chewing gum is not permitted.
20. During break and lunchtime all pupils in forms below 6th Form must go outside the building unless attending an authorised activity. In the event of inclement weather pupils may remain indoors, but good behaviour and consideration for other classes is vital. Ball games are permitted in designated areas only.
21. Drinking water is allowed in class unless your teacher states otherwise.
22. Food purchased in the Dining Hall should be consumed in the Dining Hall.

FREQUENTLY ASKED QUESTIONS

1. It's a big school, will I be able to find my way around? Pupils are brought in for a half-day before school starts and are shown round by Sixth Form pupils. They are also given a map. Year 8 pupils are allowed out 10 minutes early at lunch time to enable them to be first in the queue in the Canteen. They are also allowed out 10 minutes early at the end of school to enable them to get on the buses first. Year 8 classes all have mentors (Sixth Form pupils) who help the pupils settle in. The mentors are with their classes for about 15-20 minutes each morning before registration.
2. How are classes allocated? Mrs Hutton visits all the primary schools and tries to ensure that there are at least two pupils from the same school in a class. Classes are not streamed.
3. What size are the classes? In Years 8-10 the pupils are taught in classes of 30 for most subjects. Practical subjects are taught in classes of up to 26. In Years 11 and 12 class size ranges on average from 20-25 pupils. In Years 13 and 14 class size is approximately 15.
4. What languages will I study at Regent House? Currently, all pupils in Year 8 study French. In Years 9 and 10 they continue their study of French as well as a second language (either German or Spanish).
5. Where can I keep my things? Every pupil in Year 8 is allocated a locker.
6. What happens at break and lunchtime? Years 8 to 10 have break and lunch together. The dining hall is open at these times, as well as first thing in the morning. You can buy a hot lunch or bring a packed lunch if you like. Contact the canteen to discuss any dietary requirements.

TRANSPORT TO REGENT HOUSE

Translink Buses which extend to Regent House School

Routes and times shown relate to the current schedule and may be subject to change.

For more information, visit: www.translink.co.uk/ulsterbus

MORNING BUSES			
A.M.	From: Portaferry (Bus Depot)	07.20	07.20 Portaferry, 07.30 Cloughey, 07.48 Glastry, 07.50 Ballyhalbert, 08.00 Ballywalter, 08.10 Greyabbey, 08.33 Regent. Operates via Quarter, Six Rds & Ballyeasborough
A.M.	From: Portaferry Square	07.25	07.25 Portaferry, 07.35 Cloughey, 07.41 Portavogie, 07.53 Glastry, 07.58 Rubane, 08.03 Kircubbin, 08.13 Greyabbey, 08.36 Regent
A.M.	From: Portavogie	07.40	07.40 Portavogie, 07.53 Glastry, 07.58 Rubane, 08.03 Kircubbin, 08.13 Greyabbey, 08.36 Regent
A.M.	From: Killinchy (Comm. Centre)	07.55	07.55 Killinchy, 08.10 Comber (Killinchy St.), 08.25 Newtownards (Gibson's Lane)
A.M.	From: Millisle (Woburn Rd)	07.45	07.45 Woburn Rd, 07.50 Millisle (Main St.), 08.00 Donaghadee (New St.), 08.30 Regent
A.M.	From: Bangor Bus centre	08.10	08.10 Bangor, 08.18 Conlig, 08.35 Regent
A.M.	From: Beverley Heights	08.10	08.10 Beverley Heights, 08.20 Gibson's Lane, 08.25 Regent
AFTERNOON BUSES FROM SCHOOL			
P.M.	To: Comber (Bus 1)	15.25	15.25 Regent, 15.40 Comber (Killinchy St)
P.M.	To: Stratheden Heights Town Service (Minibus) (Bus 2)	15.30	15.30 Regent, 16.00 Stratheden Shops 16.05 Bowtown Estate
P.M.	To: Bangor (Bus 3)	15.25	15.25 Regent, 15.37 Conlig, 15.47 Bangor Bus centre
P.M.	To: Bangor (Bus 4)	15.25	15.25 Regent, 15.45 Bangor Bus centre (Does not serve Conlig)
P.M.	To: Millisle via Moss Rd (Bus 5)	15.25	15.25 Regent, 15.40 Moss Rd, Four Rd Ends, 15.55 Millisle (Main St.), 16.05 Donaghadee.
P.M.	To: Millisle via Donaghadee (Bus 6)	15.25	15.25 Regent, 15.50 Donaghadee, 16.05 Millisle (Main St.), 16.10 Woburn Rd.
P.M.	To: Cloughey via Rubane (Bus 7)	15.25	15.25 Regent, 15.45 Greyabbey, 15.50 Kircubbin, 15.53 Rubane, 15.59 Ballyhalbert, 16.05 Portavogie, 16.10 Kirkistown School, 16.15 Quarter Rd, 16.20 Six Rds, 16.25 Ballyeasborough.
P.M.	To: Portavogie via Kircubbin (Bus 8)	15.25	15.25 Regent, 15.45 Greyabbey, 15.50 Kircubbin (Roden St), 15.55 Glastry, 16.00 Ballyhalbert, 16.10 Portavogie, 16.15 Portavogie Top Rd, 16.20 Glastry College
P.M.	To: Carrowdore (Bus 9)	15.25	15.25 Regent, 15.38 Ballyblack, 15.45 Strangford College, 15.46 Carrowdore
P.M.	To: Ballywalter via Greyabbey (Board Bus)	15.25	15.25 Regent, Greyabbey, Ballywalter
P.M.	To: Saintfield via Comber (Bus 11)	15.35	15.35 Regent, 15.45 Comber (Killinchy St), 15.55 Ballygowan, 16.05 Saintfield

OTHER AFTERNOON BUSES			
P.M.	From: Gibson's Lane To: Belfast	15.35	15.35 Gibson's Lane, 15.40 Bradshaw's Brae, 15.50 Dundonald, 16.10 Belfast
P.M.	From: Newtownards Bus centre To: Ballywalter via Carrowdore	16.10	16.10 Bus centre (Stand 1), 16.20 Ballyblack Church, 16.30 Carrowdore, 16.40 Ballywalter
P.M.	From: Newtownards Bus centre To: Comber	16.10	16.10 Bus centre (Stand 2), 16.20 West Winds Estate, 16.35 Comber
P.M.	From: Newtownards Bus centre To: Bangor	16.00	16.00 Bus centre (Stand 3), 16.08 Conlig, 16.20 Bangor Buscentre
P.M.	From: Newtownards Bus centre To: Portaferry via Ballywalter	16.15	16.15 Bus centre (Stand 4), 16.30 Greyabbey, 16.39 Ballywalter, 16.48 Ballyhalbert, 16.59 Portavogie, 17.03 Cloughey, 17.14 Portaferry
P.M.	From: Newtownards Bus centre To: Portaferry via Kircubbin	16.10	16.10 Buscentre(Stand 5), 16.25 Greyabbey, 16.33 Kircubbin, 16.51 Portaferry
P.M.	From: Newtownards Bus centre To: Ballywalter via Donaghadee & Millisle	16.15	16.15 Bus centre (Stand 6), 16.20 Ballyharry, 16.35 Donaghadee, 16.40 Millisle, 16.55 Ballywalter
P.M.	From: Newtownards Bus centre To: Millisle via Moss Road	16.15	16.15 Bus centre (Stand 7), 16.30 Four Rd Ends, 16.37 Windmill Road, 16.40 Millisle

SCHOOL HOLIDAYS 2024-2025

Autumn Term

Start of Term Tuesday 27 August 2024
Half term Monday 28 October – Friday 1 November (inclusive) 2024
End of Term Thursday 19 December 2024

Spring Term

Start of Term Friday 3 January 2025
Half Term Monday 10 – Friday 14 February (inclusive) 2025
End of Term Friday 11 April 2025

Summer Term

Start of Term Monday 28 April 2025
End of Term Friday 27 June 2025

Please note these dates are provisional at time of publishing.

CHARGES AND REMISSIONS

The Governors of Regent House School are committed to ensuring that all pupils, regardless of socio-economic background, have equal access to the curriculum and to school facilities. As such, the school follows articles 127 - 135 and 137 - 138 of the Education Reform (NI) Order 1989 and the guidance provided by DENI Circulars 1991/92 and 2007/20.

We are committed to ensuring that pupils have access to a wide educational experience and therefore ask each family in the school to pay an annual charge to cover items which are not provided through the normal budget. A healthy School Fund budget will provide us with more opportunities to enrich the students' time in school and provide them with a more well-rounded education that better prepares them for life beyond our gates.

The School Fund contribution is **£100.00 for the first child or £150.00 per family**. This fund is supplemented in various ways, including support from the Friends of Regent House (PTA) and in recent years has been used for a number of purposes including:

- accident insurance for pupils taking part in games and other school activities, who suffer from serious injury (This costs the school over £2000)
- support for sports teams and individuals, hire of facilities and transport
- subsidies for field courses (for pupils) in connection with GCSE/GCE examinations
- subsidies to School Societies

Payment may be made using our ParentPay system which provides the option to pay in instalments. Alternatively, debit card payments can be made at reception or with a cheque made payable to Regent House School. Please include pupil name and registration group on reverse of all cheques. These payment options are also available for trips and visit charges. School fund payments can also be made using a Direct Debit option with payments taken over a 10-month period from September to the following June.

MEALS

We use a cashless payment system to make the process of purchasing lunch quicker and safer for all. Your child can top-up their account by inserting cash into the top-up machines in school. Alternatively, parents can make secure online payments by credit and debit card using our ParentPay system

CHARITY GIVING

The school promotes charitable giving to enhance pupil awareness of wider social issues and to build the skills required to live and work as global citizens. The school charity committee is made up of Year 13 volunteers who engage the whole school community in raising money for a range of worthy causes. Local, national and global charities recently supported include, CLIC Sargent, Action MS, St Vincent de Paul, National Citizen Service, Positive Futures and Habitat for Humanity.

TUITION

All timetabled tuition is provided free of charge (see below charges for Music).

TEXTBOOKS AND STATIONERY

All textbooks are provided free but a charge, equivalent to the cost of purchasing a new book, is made for replacing a lost or defaced textbook. All textbooks issued must be returned at the end of the course otherwise, the replacement cost will be charged.

A set of stationery will be provided free of charge at the beginning of each academic year. Replacement exercise books, file paper, etc. will be a charge to the parent/guardian. The School Bookshop provides most basic items at lower than normal retail prices.

MUSIC

Music tuition is available for pupils at the school. Lessons are available in piano, voice, violin, viola, cello, flute, clarinet, saxophone and brass instruments, percussion, drum kit and guitar. A single 30-minute lesson costs £15.00 but lessons on most instruments can be shared (excluding singing and piano) with one other pupil (depending on level) reducing the cost to £10.00 per lesson and to £9.00 when shared with two other pupils. Tutors will invoice parents/guardians for this amount at the start of each set of ten lessons. There are number of school instruments available for hire. The annual hire cost is currently £60. This cost will be invoiced by the Music Department during the academic year.

VISITS AND FIELD TRIPS

Where these are a necessary part of the required specification for examination then no charge will be made. Should an overnight stay be necessary a charge will be made for board and lodging. Other trips will be charged at cost. All payments must be made before travel and refunds for those failing to travel will not normally be possible.

PRACTICAL SUBJECTS

Some extra costs incurred in GCSE and A Level project or coursework are chargeable to the parents/guardians of the pupil. Pupils can retain the finished product in such instances following the period the examination boards require the school to retain such work.

In the case of Art, Technology and Home Economics additional charges are requested at the start of each year to cover the cost of certain practical materials.

- Art offer an art pack for purchase at £10 in Year 8 and request a contribution of £10 in Year 11 and Year 13
- Home Economics request £20 in Years 8 - 10 and £20 in Year 11 to cover the cost of ingredients, containers and other sundry items required by pupils
- The Technology department levy £15 in Year 8, with a levy of £15 in Year 11 and £20 in Year 13 to cover, in part, a range of resistant materials.

PUBLIC EXAMINATIONS

Entry fees are met by the school for the first sitting of approved GCSE and A Level public examinations for courses which it provides and for which parents/guardians have agreed the entry. If the pupil fails to meet requirements (e.g. coursework/Controlled Assessment) or fails to turn up for an examination, any cost incurred by the school will be passed onto the parent/guardian.

Examination entries, for current pupils of the school, will be paid once only. The cost of any re-sit of an examination or module will be a charge to the parent/guardian and must be paid for in advance by the parent/guardian. Any costs of re-marks must be paid for in advance by the parent/guardian. The cost of any remark which results in an improved **grade** will be reimbursed to the parent/guardian. See examination charging policy for more details.

GAMES, CLUBS AND SOCIETIES

The school requests a transportation contribution of £25 for pupils participating in a school sporting activity with week-to-week block fixtures spanning the winter and spring terms. Pupils participating in sporting activities in the summer term are charged a transport contribution fee of £10. Other clubs and society events may carry a transport charge dependent on venue.

PROPERTY DAMAGE AND FINES

The Headmaster and Vice Principals are empowered to impose a fine to cover repair or replacement costs for damage to, or theft of, property. The money collected in fines will be placed in the School Fund account.

LOCKER KEYS

The School does not initially charge for locker keys in Year 8, however there is a **£5** charge for any replacement keys required.

EXEMPTIONS

Regent House encourages pupils to play a full part in the life of the school, regardless of family circumstances. The Headmaster is always prepared to discuss privately and in confidence any financial issues that parents/guardians may raise. Please note that families in receipt of Free School Meals are not expected to pay the School Fund contribution