

HANDBOOK



CHARTERHOUSE
MALAYSIA

Parents & Students
2025-2026



CHARTERHOUSE
MALAYSIA



A Message from the Headteacher

It is a pleasure to welcome you to a new school year. Charterhouse has a long tradition of placing character, scholarship, and community at the heart of all that we do, and this handbook is designed to help every student and family understand how we bring those values to life here.

This guide outlines how our school operates day to day, what we expect of one another, and how we work together to create a culture in which every young person feels known, safe, and able to thrive. You will find practical information, key policies, and the principles that shape the way we learn and live as a community.

At Charterhouse Malaysia, we believe that a positive school culture is built through shared responsibility, kindness, and high expectations. We've identified Creativity, Curiosity, Compassion, Collaboration, Courage, and Critical Thinking as a set of principles to underpin all that we do. In a digital age, these are the very things that make us human and they reflect the habits of mind and character that we seek to develop in our students as they grow into thoughtful, confident, and capable young adults.

I encourage you to use this handbook as a point of reference throughout the year, and as a reminder that we are partners in creating the best possible environment for our students. By working together, we ensure that Charterhouse remains a place where every individual can flourish.

Jo Evans
Headteacher



About Us

Welcome

We are delighted that you have chosen to enrol your son/daughter at Charterhouse Malaysia and extend to you and your family a very warm welcome! This handbook is designed to assist you as you navigate life as a Carthusian and it is our hope that its contents will ensure that your learning journey with us is a successful one.

The most harmonious communities are ones that share in a common vision, mission and core values. Our community is no different and we underpin these with some common expectations, rules and procedures which we outline in this handbook. Please do read through it carefully but do not hesitate to contact us in person if you have any queries.

For academic and pastoral matters your first port of call should be your son/daughter's House Tutor. For non-academic matters please contact the relevant department. Contact details for key personnel are:

Name	Position	e-mail
Jodie Evans (Jo)	Headteacher	jo.evans@charterhouse-htms.edu.my
Nikki (Nicola) Smith	Senior Deputy Headteacher	nicola.smith@charterhouse-htms.edu.my
Emma Rooney	Deputy Headteacher (Academic)	emma.rooney@charterhouse-htms.edu.my
Emilie Eymin	Assistant Headteacher (Student Development & Wellbeing)	emilie.eymin@charterhouse-htms.edu.my
Hui Ru Tan	Student Development & Outreach Manager	huiru.tan@charterhouse-htms.edu.my
Nabilah Huda (Bella)	Education Administration	nabilah.huda@charterhouse-htms.edu.my
Jenny Chong	School Nurse & Receptionist	jenny.chong@charterhouse-htms.edu.my
Examination	Exam Enquiries	exam.support@charterhouse-htms.edu.my
Finance	Finance Department	accounts@charterhouse-htms.edu.my
Human Resources	HR Department	hr@charterhouse-htms.edu.my

Designated Safeguarding Team

Nikki Smith	Designated Safeguarding Lead	nicola.smith@charterhouse-htms.edu.my
Emilie Eymin	Deputy Designated Safeguarding Lead	emilie.eymin@charterhouse-htms.edu.my
Andrew Irwin	Deputy Designated Safeguarding Lead	andrew.irwin@charterhouse-htms.edu.my



Boarding House

Emilie Eymin	Head of Boarding	emilie.eymin@charterhouse-htms.edu.my
Matt Paxman	Boarding Head of House	matt.paxman@charterhouse-htms.edu.my
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Azura Zani	House Parent (Boys)	azura.zani@charterhouse-htms.edu.my
Batrisyah Basri	House Parent (Girls)	batrisyah.basri@charterhouse-htms.edu.my
Amirah Ali	House Parent (Girls)	amirah.ali@charterhouse-htms.edu.my

Student Development Team (SDT)

Nabilah Rahman	Head of Year 9	nabilah.rahman@charterhouse-htms.edu.my
Annabel Attwood	Head of Year 10	annabel.attwood@charterhouse-htms.edu.my
Hannah Simonds	Head of Year 11 & A Level Foundation	hannah.simonds@charterhouse-htms.edu.my
Andrew Irwin	Head of Year 12 & 13	andrew.irwin@charterhouse-htms.edu.my
Amanda Chong	School Counsellor	amanda.chong@charterhouse-htms.edu.my
Matt Paxman	Boarding Head of House	matt.paxman@charterhouse-htms.edu.my

Head of Department (HOD)

Luna Lemoine	Head of English & Media	luna.lemoine@charterhouse-htms.edu.my
Arnol Salas	Head of Mathematics & Computer Science	arnol.salas@charterhouse-htms.edu.my
Laura Brighten	Head of Humanities	laura.brighten@charterhouse-htms.edu.my
Adele Taylor	Head of Business & Enterprise	adele.taylor@charterhouse-htms.edu.my
Abigail Mary	Head of EAL	abigail.mary@charterhouse-htms.edu.my
Christina Vinson	Head of Expressive Arts	tina.vinson@charterhouse-htms.edu.my
Susan Thomas	Head of Science	susan.thomas@charterhouse-htms.edu.my
Aida Harun	Head of Languages	aida.harun@charterhouse-htms.edu.my
Rodney Fernandez	Head of Sports	rodney.fernandez@charterhouse-htms.edu.my



Whole School Leaders

Amy Candiano	Head of Future Pathway	amy.candiano@charterhouse-htms.edu.my
Jonathan Sutton	Head of Experiential Learning	jonathan.sutton@charterhouse-htms.edu.my
Ester Alanya	Head of Sustainability	ester.alanya@charterhouse-htms.edu.my

Form Tutor

12C	Ms. Luna Lemoine & Mr. Jonathan Sutton	luna.lemoine@charterhouse-htms.edu.my jonathan.sutton@charterhouse-htms.edu.my
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13L	Ms. Ester Alanya	ester.alanya@charterhouse-htms.edu.my
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Our Vision, Core Values and School Culture

Vision: Future Ready by Design

At Charterhouse Malaysia, we are committed to providing a future-ready education that empowers our students to excel and become change makers in a rapidly evolving world. Through our innovative programmes and holistic approach, we cultivate well-rounded individuals equipped with the skills, knowledge, and values to thrive in a new reality by:

- Inspiring a love of learning for life and establishing a sense of academic rigour.
- Developing well-rounded students both with robust academic foundations and high levels of emotional intelligence, creativity, critical thinking and adaptability.
- Instilling ethical and human qualities such as empathy, respect, integrity, and social responsibility.
- Nurturing cultural literacy and preparing students for the challenges and opportunities of an interconnected and technologically advanced world.
- Empowering students to excel, make a positive impact on society and become future change makers rather than change takers.



Future Ready *by Design*



Core Values

Core values are the guiding principles that shape our actions and decisions. They represent the fundamental beliefs and ideals that we hold dear and serve as the foundation of our success, ensuring that we cultivate individuals who make a positive impact on the world around them.

Charterhouse Malaysia shares, and is informed by the core values of Charterhouse School in the UK:

RESPONSIBILITY

We reflect on all we have, make the most of opportunities available to us and seek to serve and support the community around us.

01.

MORAL COURAGE

We have integrity and try to do what we know to be right, even when that is hard. We consider the impact of our behaviour on the world around us and try to leave a positive impact.

02.

PERSEVERANCE

We face challenges but are determined to learn from our struggles so that we may become the change that the world needs.

03.

OPEN-MINDEDNESS

We are open to new possibilities and ideas and are accepting of other people's viewpoints.

04.

KINDNESS

We are accepting of ourselves and our own abilities and we are sensitive towards the needs of others.

05.



Wellbeing

It is our firmest conviction, and intention, that all students at Charterhouse Malaysia should be seen, known and matter. In the first instance, we seek to ensure that our students are safe when they are on campus and under our care. Further to this, however, our approach addresses all aspects of our young persons' physical, mental, emotional and social wellbeing and development. This includes aspects across the full range of our schooling, appealing to all necessary health and safety risk assessment, and includes representation from house tutors and subject teachers, the safeguarding team, healthcare and counselling partners, our administrative support and co-curricular providers.

Safeguarding

Charterhouse Malaysia is committed to ensuring that children feel safe and secure, understanding that effective learning can only take place in such an environment. The welfare of our students is of paramount importance and the school affirms and upholds its moral and legal responsibility to safeguard and promote their wellbeing. Our safeguarding policies and practices are defined in strict compliance with the law and all government statutory guidance, and are fully aligned with those of Charterhouse UK. Effective safeguarding at Charterhouse Malaysia is embedded in our daily procedures for safer recruitment, site security, health and safety, management of the school's digital systems and the promotion of student wellbeing through our programmes for pastoral care.





School Life

Security

Identity Tags

All school staff, students, parents/guardians and visitors to the school are required to wear identification tags with specific coloured lanyards at all times when on the school Campus.

- Burgundy School Staff
- Navy Blue Students
- Light Blue Boarders
- Pink Parents/ Guardians
- Grey Visitors

Students will be issued with a lanyard, ID card and locker key upon admission to the school. A replacement fee of RM20 will be charged for each lost lanyard, ID card or locker key. Upon completion of their studies at Charterhouse, students are required to return all student and parent lanyards, ID cards and locker keys.

For visitors, passes are obtained from the school reception counter upon arrival. Please do not be offended if you are challenged by school staff if your identification is not visible; this is a part of how we ensure security for your children.

Student Smart Tags

Student Identity tags will be smart tags. Students will be able to use these for:

- Secure entry and exit to and from the school
- Library loans
- Photocopying/printing





Entry into the School

- Security guards are positioned at each entrance to the school and supervise all entry onto the premises.
- At the start of the day, students may enter the school via the main entrance, the shopping mall entrance or the back carpark. Once the school day has begun/ after 7.45am, students must enter the school using the main front entrance only and register at reception. The only exception to this is use of the mall doors during lunchtime.
- Parents and visitors must enter the school using the main entrance at all times.
- Parents who have applied for and received personal ID passes will be automatically registered onsite when they tag in the front door; visitors need to register their presence at the reception counter.

Traffic and Transport

Parking

- There is no parking in front of the school. This is for drop off and pick up only. Please respect the security guards if they ask you to kindly move along.

Drop off and Pick Up Points

- Students may be dropped off and picked up at the main entrance. Please be prepared to exit the vehicle quickly.

Walking to School

- Students may walk to school but do so at their own risk. It is advised that they use designated footpaths for their safety.

Cycling to School

- It is not recommended that students cycle to school as the roads around the school are very busy and not suitable for peak hour cycling.





Day-to-Practicalities: School Calendar



Aug 2025						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Nov 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Feb 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

May 2026						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Academic Calendar 2025 to 2026

Sep 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Dec 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Mar 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Oct 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Jan 2026						
S	M	T	W	T	F	S
					1	2
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Apr 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

KEY	School Days	School Holidays & Weekends		Public Holidays		Staff Development Days
	Term 1		Term 2		Term 3	
18/08/25	Start of Term	06/01/26	Start of Term	13/04/26	Start of Term	
11/12/25	End of Term (15:00hrs)	01/04/26	End of Term (15:00hrs)	01/07/26	End of Term (15:00hrs)	
11/10/25 to 18/10/25	Term Break	14/02/26 to 22/02/26	Term Break	27/05/26	Term Break	
13/12/25 to 04/01/26	Winter Holiday	03/04/26 to 12/04/26	Spring Holiday	03/07/26	Summer Holiday	
11/08/25 to 15/08/25	In service week (Staff)	05/01/26 01/02/26	In service day (Staff) Federal Territory Day	01/05/26	Labour Day Holiday	
31/08/25	Merdeka Day		Thaipusam	27/05/26	Hari Raya Haji	
01/09/25	Merdeka Day Holiday	02/02/26	Federal Territory Day Holiday	28/05/26	Hari Raya Haji Holiday	
05/09/25	Prophet Muhammad's B'day		Thaipusam Holiday	29/05/26	School Holiday	
15/09/25	*PM declared Public Holiday	17/02/26	Chinese New Year	31/05/26	Wesak Day	
16/09/25	Malaysia Day	18/02/26	Chinese New Year Holiday	01/06/26	Agong's Birthday	
20/10/25	Deepavali	07/03/26	Nuzul Al-Quran	17/06/26	Awal Muhamarram	
21/10/25	School Holiday/In Service Day	20/03/26 to	Hari Raya Aidilfitri	02/07/26	In service day (Staff)	
25/12/25	Christmas Day	23/03/26	Hari Raya Aidilfitri Holiday			
01/01/26	New Years Day					



The School Day

- The Campus will be open between 07:00hrs and 17:00hrs, Monday to Thursday and 07:00hrs – 15:00hrs on Friday. The Schedule is:

Monday to Thursday

07:00hrs	Campus Open
07:45hrs to 07:55hrs	Tutor Time
07:55hrs to 08:40hrs	Period 1
08:40hrs to 09:25hrs	Period 2
09:25hrs to 09:45hrs	Break
09:45hrs to 10:30hrs	Period 3
10:30hrs to 11:15hrs	Period 4
11:15hrs to 12:00hrs	Period 5
12:00hrs to 12:45hrs	Lunch
12:45hrs to 13:30hrs	Period 6
13:30hrs to 14:15hrs	Period 7
14:15hrs to 15:00hrs	Period 8
15:00hrs to 15:15hrs	Break
15:15hrs to 16:15hrs	CCA 1
16:15hrs	Campus Closed

Friday

07:00hrs	Campus Open
07:45hrs to 07:55hrs	Tutor Time
07:55hrs to 08:40hrs	Period 1
08:40hrs to 09:25hrs	Period 2
09:25hrs to 09:45hrs	Break
09:45hrs to 10:30hrs	Period 3
10:30hrs to 11:15hrs	Period 4
11:15hrs to 12:00hrs	Period 5
12:00hrs to 12:45hrs	Period 6
12:45hrs to 13:30hrs	Lunch
There are no formal lessons on Friday afternoons but students are encouraged to remain on campus to do projects, participate in sports and use the Incubator.	
15:00hrs	Campus Closed

Students are expected to be on campus between 07:30hrs and 15:00hrs Monday to Thursday and encouraged to be on campus until 15:00hrs on a Friday. Students may leave the campus at lunch time but must sign in and out. This privilege will be revoked if students are not punctual for the afternoon sessions.

Our Campus will close at 17:00hrs (15:00hrs on a Friday) unless there is an evening activity scheduled. Some CCAs and school activities could take place up to 22:00hrs.

During weekends the campus is closed unless there is a scheduled CCA or School activity.



Attendance

For students to make excellent progress academically and socially, we expect 100% attendance throughout the year. There is a strong correlation between high attendance and achievement and we actively discourage absence. Please avoid scheduling non-emergency medical or dental appointments during school hours and do not take your child on holiday during term time. If absence for non-medical reasons on school days is unavoidable, then please inform your child's Tutor in advance.

Please note that the School does not set additional work for students who are taken out of school during term time. Students may follow the lesson via the Canvas platform.

As a school we consider that 95% and above constitutes good attendance. Please see the table below for reference:

Attendance Percentage	Rating	Days Out of School per Year
100%	Perfect	0
99%	Outstanding	2
98%	Excellent	4
97%	Very good	5
96%	Good	7
95%	Satisfactory	9
94–91%	Unsatisfactory	11–17
90%	Unacceptable	18

Daily Attendance

Students are expected to be on campus by 07:30 and to be in their tutor room for registration by 7:45.

Students are also expected to attend all activities and events that they have committed to, whether during normal school hours, after hours or at weekends. Registers will be taken in each class and activity/event.

Should a student arrive late (after 07:45) they must enter via the front door and register at the reception desk.



Absence for Medical Reason

Please contact the school by 07:45 on the first day of absence from school. If your child is absent for a further two days please contact the school to discuss the situation and how the school may support. Medical Certificates are required for absences of more than two days.

Leaving School Early

If your child needs to leave school early, please inform the Tutor by email. The Tutor will provide the student with an Exeat Card to show the reception upon exit. This card will also need to be signed by a member of the SLT.

Students will not be allowed to leave campus without authorisation from home and the SLT.

School Trips and School Events

All students will be marked as present if they are off campus but participating in an organised school event or activity.





Medical Matters

Injury and Illness on Campus

Students that fall ill or are injured during the school day will be taken to the School's medical centre on the ground floor. They will be assessed by the School Nurse. Possible outcomes will be:

- Students will be treated for minor injuries or mild illness on campus
- Students will be transferred to a local medical clinic for treatment by a doctor where injuries or illness symptoms are more serious.
 - The school will contact parents prior to transferring students to a medical clinic to provide them with the option of collecting their son/daughter and taking them to their preferred clinic/doctor
- Students will be taken to the hospital emergency department via Ambulance should the need require.
 - Parents will be contacted to arrange for them to meet their son/daughter at the hospital.
 - It may be possible for the student to be taken to the hospital of the parent's choice.

Medicine and Treatment

All students will be marked as present if they are off campus but participating in an organised school event or activity.

- School staff cannot provide students with non-prescription medication, such as paracetamol, without written authorisation from their parents.
- Parents are not to provide non-prescription medication to their son/daughter to take whilst on campus without first speaking with the school's medical and pastoral team to ensure that student, health, well-being and safety are maintained.
- Students who have prescription medication to take on a regular basis and whilst on campus must speak with the school's medical and pastoral team and provide written instructions from their parents on how, when and how much should be administered. This will be supervised by the school.
- Any serious allergies should be brought to the attention of the Medical and Pastoral Team. Should your son/daughter require an Epipen then two should be provided. One will be with the student and one with the medical team.
- All of the above points also apply on any school trips or activities off campus.



Medical records and information

- All parents to ensure that their son/daughter's medical records are up to date at all times.
 - Parents should complete the medical section of the application form in full prior to joining the school
 - Parents will be asked annually by the school to update these records directly with the Admissions Team
 - Parents are to immediately inform the admissions team of any changes to the medical status of their son/daughter. This may be done via email or in person, but ultimately will need to be in writing

Communicable Diseases

- Students who are ill with communicable diseases (Covid-19, Chicken Pox and others) must be kept at home until the infection is over. Prior to returning to school, a medical note should be presented giving clearance for the student to attend school.



Uniform and Dress Code

The Dress code for daily wear is ‘Charterhouse Casual Smart’. There is one compulsory branded item of clothing and 2 optional. Other items of clothing may be non-branded.

Non-Branded

Charterhouse Polo Shirt	This is a compulsory item and comes in 4 Charterhouse Colours. Students may wear any of the four colours.
Charterhouse Hoodie	This is an optional item and comes in Navy Blue or Grey. This may be worn in conjunction with the Charterhouse Polo. No non-Charterhouse hoodies may be worn.
Charterhouse Wind Breaker	This is an optional item. There is only one design. This may be worn in conjunction with the Charterhouse Polo or P.E kit. No non-Charterhouse windbreaker may be worn.
Charterhouse Varsity Jacket	This is an optional item. There is only one design. This may be worn in conjunction with the Charterhouse Polo or P.E kit. No non-Charterhouse Jacket may be worn.

Non-Branded

Trousers	Students may wear their own trousers with the Charterhouse Polo Shirt. Trousers should be black or navy blue and be smart in appearance. Sweat pants are not permitted.
Skirts	Students may wear their own skirts with the Charterhouse Polo Shirt. Skirts should be black or navy blue smart in appearance and not inappropriately short. This means culturally respectful.
Shoes	Students must wear smart and plain black shoes. Socks should not attract undue attention. Neutral colours and sensible lengths are expected.

Students are not permitted to wear non branded hoodies, jackets or coats.



Sports Wear

During all CCA sport activities, and for some community service activities of a physical nature, the Charterhouse Training Kit should be worn. The Training Kit comprises:

- Charterhouse Sports Training Top
- Charterhouse Sports Shorts or plain black shorts/leggings (provisionally) Charterhouse Hoodie

Charterhouse Windbreakers

- Students may wear any brand or colour of sports shoes so long as they are in good condition and appropriate for the activity.
- Shorts must be of modest length.

Charterhouse Sports Teams

Where specialist sports uniform is required to participate in a school team this will either be provided by the school on a loan basis or students may purchase their own Charterhouse Sports Team Kit.





Formal Wear

For some special occasions or where students are representing the school they are expected to be formally attired. This formal attire includes two branded items:

Branded

Blazers	All students are expected to wear a Charterhouse Blazer on formal occasions.
Tie	All students, both male and female, if wearing a tie, are expected to wear a Charterhouse tie with their Blazer.

Non-Branded

Shirt/Blouse	Students may wear a plain white/light blue/light pink shirt/blouse. Shirts and blouses must be a single colour.
Trousers	Students may wear plain yet smart grey trouser.
Skirts	Students may wear plain yet smart grey skirts. The skirt hem must not be more than 1 inch above the knee.
Shoes	Only formal, one colour shoes, are acceptable. These should be black, dark blue or brown. Heels that are above 2 inches in height or of the stiletto/kitten style should not be used.
Socks	Dark colour socks should be worn.





Formal Wear

Students in the Sixth Form (Year 12 and 13) have been allowed to wear smart business attire or continue with the current CHM Polo Shirt as their daily uniform to help prepare them for the professional expectations of business life beyond school. Smart business attire consists of:

- Plain black, navy, or grey smart trousers or smart dress skirts, worn to knee length or below.
- A smart dress shirt or blouse, pale in colour or white.
- A dress worn to knee length or below.
- Black or brown shoes, no trainers or casual shoes.

Neither a tie nor blazer is required for everyday wear; however, shirts should be buttoned appropriately, and students must maintain a smart and professional appearance at all times.

School Shop

Our School shop is open from 08:30hrs to 16:30hrs on Monday to Friday. It is possible to purchase uniform items and Charterhouse Merchandise. Text books may be ordered online and the link will be shared separately.

Personal Presentation

Students are asked to avoid extremes of hair styles and cuts that would be considered inappropriate in a corporate business environment.

Jewellery should be kept to a minimum and must at all times be worn with consideration to personal and communal health and safety. This includes but is not limited to:

- Not using jewellery during physical activities such as sports or outdoor education.
- Not using jewellery during practical science activities.
- Avoiding loose jewellery items that can catch on buildings, fixtures and fittings or other people.
- Facial Piercings are not permitted.



Students' Personal Property

Students bring personal items to school at their own risk and are expected to keep them secure and safe at all times whilst on campus.

Lockers

All students will be provided with a locker. These are operated by a smart tag. A replacement key will incur a charge of RM20. Upon completion of their studies at Charterhouse, students are required to return their locker key.

Mobile Phones

Our approach aims to ensure our students learn in an environment that supports focus, study habits and social development. Students may bring mobile phones into school but these should not be seen, heard or touched during the school day, with the exception of lunchtime. Any student using their phone during school hours will have it confiscated until the end of the day.

In addition, students must follow the Student Acceptable Use policy and the Choose Respect Charter to ensure that phones are not used inappropriately (including, but not exclusively, taking photos of others without permission, and posting them on social media).

Valuables

Students bring expensive personal valuables into school at their own risk. Items brought into school should be for specific use in school and should be secured, when not in use, by the student in their locker or carried with them.

Lost Property

The School does not keep lost property. Therefore, please ensure that your son/daughter's belongings are clearly labelled with their name. Lost items found in school will be handed to the reception desk. Students are expected to claim their items within two weeks. Unclaimed items will be given to charity or disposed of, depending on the condition of the items.

Dangerous Items

Firearms (including fake weapons), knives, any bladed instruments, and explosives (including fireworks), matches, lighters are not permitted on campus or whilst participating in a school trip or activity off campus. Any such offence sits on a minimum of Level 4 on our sanction flowchart and will be treated with the severity it deserves.



Prohibited Items

In order to ensure our campus is safe for all, certain items and substances are banned. The list includes and is not limited to:

- cigarettes and tobacco-related products
- e-cigarettes (also known as vapes)
- alcohol
- drugs and legal highs
- any form of weapon, device or substance (including corrosive or explosive substances) which includes any instrument or item which is likely to cause hurt if used
- material deemed to be offensive

Determination of what is and is not a prohibited item shall be at the School's absolute discretion. According to Malaysian law, the sale and use of cigarettes (including e-cigarettes and e-liquids) to persons below the age of 18 and alcohol to persons below the age of 21 is strictly prohibited. For the avoidance of doubt, legal high refers to drugs or medication that have the same effects of illegal drugs, but which have not been made illegal.

Any student who is found with such prohibited items will be temporarily excluded from campus before thorough investigation can take place. A permanent exclusion from the School may ensue.



Food & Beverages

Campus wide

- Chewing gum is not permitted on campus
- We are a Halal campus.

Learning Spaces

- Students may drink water in learning spaces and the individual learning pods from their own flasks (no disposable plastic bottles)
- Students may eat and drink in any of the common areas so long as they do so with respect.

Lunch Arrangements

Charterhouse Malaysia has a brewpod cafe on campus. Students therefore have several options for lunch:

- Buy packed lunch or snacks from Brewpod
- Bringing a packed lunch from home.
- Going into the nearby mall to purchase lunch.
- Arranging for a Grab delivery (deliveries are left at the main entrance for collection).

Please note that students are not permitted to order fast food for delivery.

The flexibility to go out for lunch is a reflection of the trust we place in our students as young adults. With that trust comes responsibility: students must ensure they return on time for the start of afternoon lessons or the privilege to leave campus will be removed.



Communication

Charterhouse Malaysia uses the following methods to communicate directly with parents:

1. iSAMS Parent Portal

- Day to day communication via email
- Notices of calendared events
- Face to Face appointment scheduling
- Student Progress Reports
- School updates
- Attendance monitoring

2. Canvas

- Virtual Learning Environment (Blended Learning)

3. Social Media

- School announcements and updates
- News

4. Handbook

5. Parent-Teacher-Student meetings (PTS)

6. Parent Coffee Mornings





Future Ready Learning

Curriculum

At Charterhouse Malaysia, we are committed to providing a rigorous academic curriculum that sets high standards and prepares our students for future success. Our IGCSE and A Level programmes, offered through globally recognised examination boards such as Cambridge and Pearson Edexcel, are considered the gold standard for pre-university courses.

With our small class sizes, we ensure individual attention and a conducive learning environment where students can excel. Our experienced and dedicated teachers guide students through their academic journey, installing a love for learning and fostering a culture of academic excellence. For students who require language development support, we offer specialised English as an Additional Language (EAL) classes.

We emphasise collaborative learning and curiosity-driven study and research, enabling students to develop critical thinking skills and gain a deep understanding of their subjects. Teacher Marked Assessments (TMA) are conducted every two to three weeks, mapped against exam curriculum and standards to ensure that students are on track and well-prepared for their examinations. Through problem-solving exercises, practical applications and engaging classroom discussions, students are equipped with the necessary knowledge and skills to excel in their examinations and beyond.

As part of this commitment to holistic development, students engage in the Independent Learning Projects (ILP) throughout their time with us, and can undertake the optional Extended Project Qualification (EPQ) in Year 12 and 13. These projects provide opportunities for in-depth research, for engagement with the UN's sustainable development goals, for community engagement, for critical analysis and for the development of independent study skills. They also serve as valuable experiences to strengthen university applications and prepare students for the demands of higher education.





Assessment

Our approach to assessment and reporting is designed to support learning, monitor progress and inform both students and parents. We aim to ensure that students are on track to achieve their potential in public examinations, while also developing the skills and attitudes that will help them succeed in further education and life.

Teacher Marked Assessments (TMA) and Half Term Tests (HTT)

- TMAs and HTTs are set in accordance with exam board Assessment Objectives.
- They test both knowledge and skills, helping students prepare for their IGCSE or A Level examinations.
- Students sit two TMAs, and one HTT each half term

Type of Assessment	Purpose	How Reported
TMA	Focus on skill development and progression	Written feedback (not graded) with Closing the Gap actions
HTT	Summative assessment of half term's work	Graded with written feedback and Closing the Gap actions

- All assessments are marked and returned within one week.
- A Closing the Gap (CTG) lesson takes place after each assessment:
- Teachers highlight strengths and areas for improvement.
- Students are guided to work on their specific targets.

Data from HTTs is tracked:

- Within departments to monitor progress and support intervention
- Centrally, to ensure that all students are progressing appropriately

Raising Attainment meetings take place to plan support for any students falling behind.

External Public Examinations

We follow a 'Hybrid' model of exam preparation:

GCSE: students may enter for their maths and Mandarin exams at the end of Year 10. All other GCSEs are taken at the end of Year 11.

AS: for those subjects following a modular programme of study, it is possible for students who are ready to enter the AS public examinations at the end of Year 12. Note – we do not endorse a model of multiple entry to A Level exams. We retain the right to refuse students entry to the public AS exams in Year 12 if we do not think they are ready to achieve their target grade. We do not offer October/ November entries in lieu of May/ June entries, and offer very limited options for resits in this series.



Mock Examinations - Years 10/11 & 12/13

- Held at the end of Term 1 (IGCSE) or start of Term 2 (AS/A2 Level) for students preparing for public examinations in the summer.
- Mocks replicate external exams in style, length and conditions.
- Results are graded and used to plan final support for each student.

End of Year Assessments (EYA) - Years 9, 10 & 12

- Conducted at the end of the Year 9 GCSE Foundation year and the first year of both GCSE and A Level, for students not sitting external exams
- EYAs are set in line with assessment objectives from exam boards and cover all material learned so far.
- Year 9 and 10: one paper per subject (maximum 90 minutes)
- Year 12: full AS Mocks.

The AS mocks or external exams are used to set predicted grades in Year 13

Progress Reports and Parent, Teacher, Student (PTS) Conferences

- Open and timely communication between students, teachers and parents is central to the effective progress of learners. We provide a range of reports and opportunities for dialogue during the year. Progress Reports are issued online to parents each half term via the Parent Portal. These reports provide:

Academic Target

- The grade a student is aiming for in public examinations, based on CAT4 outcomes, prior attainment and teacher assessment

Working At Grade (WAG) or Mock Grade

- Students' current performance in lessons or grade achieved in recent assessment.

Attitude to Learning (ATL)

- The measure of student focus, effort and learning behaviour. Descriptors below:

Highly Motivated

- Excellent focus, seeks challenge, perseveres, reflects on progress, takes responsibility for learning.
- Seeks feedback, learns from setbacks, invites critique, starts learning readily.
- Organises time effectively, sets an example to peers.

Engaged

- Good focus, completes work to a good standard, responds positively to feedback.
- Takes action on feedback, finds solutions to problems, follows instructions carefully.
- Manages time well, takes responsibility for learning.

Passive

- Inconsistent effort and focus, sometimes avoids challenge.
- Requires prompting to complete tasks, may miss deadlines.
- Does not always act on feedback.

Disengaged

- Poor effort, disengaged from learning, incomplete or inadequate work.
- Responds negatively to feedback, distracts others, often requires close monitoring.



Reporting Cycle

Term	Activity	Reports
1A	Meet & Greet for new parents Academic targets set	Progress Reports – all years Predicted Grades published – Year 13
1B	Year 11 & Year 13 PTS Conferences Remainder – Tutor PTS Conferences	GCSE Mock Reports – Yrs 10/11 Progress Reports – remainder
2A	GCSE & A Level PTS Conferences (Years 10 – 13)	A Level Mock Reports – Yrs 12/13 Progress Reports – remainder
2B		Year 11 & Year13 Academic Reports Progress Reports – remainder
3	Academic PTS Conferences - all	End of year academic reports – all

PTS = Parent-Teacher-Student Conferences

How Parents Can Support

We encourage all parents to:

- Stay in regular contact with your child's Tutor
- Read reports with your child and discuss progress and goals
- Attend all Parent-Teacher-Student Conferences

Future-Ready Citizenship (FRC) Overview

Future-Ready Citizenship is our PSHE-aligned, interdisciplinary learning programme that prepares students to navigate a rapidly changing world with agency, integrity, and empathy. It develops critical literacies, civic understanding, digital fluency, and self-awareness, linking personal growth with global responsibility. Our graduates must not only be academically successful, but socially and emotionally equipped for an uncertain future.

Our FRC curriculum provides the ethical compass and personal confidence to thrive as both local and global citizens. It is mapped to meet the UK PSHE statutory requirements and explores identity, wellbeing, community, technology, ethics, sustainability, and leadership. Furthermore, it incorporates our Charterhouse Human Intelligence Markers so students become creative, curious, compassionate, collaborative, courageous and critical.

Independent Learning Projects (ILP)



Independent Learning Projects (ILP)

The Independent Learning Project (ILP) is at the heart of Charterhouse Malaysia's curriculum, intentionally designed to prepare students in Years 9 to 13 for a rapidly evolving future. Recognising the OECD's insight that schools must prepare students for 'jobs that have not yet been created, technologies not yet invented, and problems not yet anticipated' ([OECD, 2018](#)), the ILP equips learners with crucial skills identified by the World Economic Forum: problem-solving, critical thinking, collaboration, creativity, and empathy; uniquely human competencies beyond the reach of artificial intelligence. Through experiential and service-based learning, students cultivate resilience, adaptability, and civic responsibility, empowering them to confidently navigate and shape a future defined by innovation and uncertainty.

The ILP is structured as a progressive journey, systematically building skills and knowledge over five years.

Year 9: Introduction to Future-Ready Learning

Students build foundational skills and social-emotional competencies through teamwork, creativity, and Charterhouse Malaysia's Spectra Smarts framework. They also begin engaging with fundamental robotics, coding, and artificial intelligence equipment and training, essential skills for future readiness ([World Economic Forum, 2020](#)).

Year 10: Real-World Challenges and Sustainable Development Goals (SDGs)

Students apply their skills collaboratively on Design Thinking projects linked to the UN's SDGs. In the final term, students individually identify passions and related real-world challenges.

Year 11: Independent Passion Projects

Students independently manage a Design Thinking project cycle (Discover, Empathise, Define, Ideate, Prototype, Test), resulting in a showcased prototype addressing their chosen issue.



Years 12 and 13: Community Partnership Projects and Edexcel EPQ

Students undertake an advanced, independently-driven Design Thinking Project aligned with their academic interests, passions, and career aspirations and aligned to specific UN SDGs. They have the option to convert their ILP projects into submissions for the Edexcel Extended Project Qualification (EPQ), equivalent to an AS level. Past student projects include developing an AI-driven sports training system for low-income schools and creating a financial literacy programme and website for low-income Malaysian communities.

The Incubator: STEAM, Robotics, and AI

Charterhouse Malaysia provides students with access to 'The Incubator' - a dedicated innovation space equipped with advanced robotics, coding and artificial intelligence tools. Supported by our in-house STEAM and robotics specialist, students build foundational knowledge in Year 9, progressing through increasingly complex projects and skills development. This structured progression ensures that students can pursue sophisticated technology-driven passion proj

United Nations Sustainable Development Goals (SDGs)

The 17 UN Sustainable Development Goals (SDGs) form a global framework to promote peace, prosperity and sustainability for all people and the planet. These goals were adopted by all UN member states in 2015 as part of the 2030 Agenda for Sustainable Development.

“Education for Sustainable Development can provide the knowledge, awareness and action that empower people to transform themselves and transform societies.”

—UNESCO, Education for Sustainable Development: A Roadmap (2020)

The full list includes:

- No Poverty
- Zero Hunger
- Good Health and Wellbeing
- Quality Education
- Gender Equality
- Clean Water and Sanitation
- Affordable and Clean Energy
- Decent Work and Economic Growth
- Industry, Innovation and Infrastructure
- Reduced Inequalities
- Sustainable Cities and Communities
- Responsible Consumption and Production
- Climate Action
- Life Below Water
- Life on Land
- Peace, Justice and Strong Institutions
- Partnerships for the Goals

For more, visit: <https://sdgs.un.org/goals>



Why We Use Them

The SDGs give students a globally recognised framework to connect their learning with real-world challenges and ethical action. They help shift learning from “about the world” to “for the world.”

Example Project

A Year 12 student developed a financial literacy workshop series for underserved Malaysian communities. His ILP focused on SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth) and SDG 10 (Reduced Inequalities). He collaborated with a local NGO, conducted needs assessments, piloted the workshops and presented outcomes to regional education officials.

Sustainability Committee

Our goal is to inspire and empower students and staff to integrate the United Nations Sustainable Development Goals (SDGs) into all aspects of school life by fostering innovation, critical thinking, and a deep sense of global responsibility. Through meaningful action in both learning and daily operations, we aim to cultivate a future-ready community grounded in environmental stewardship and global citizenship.

How the Sustainability Committee Engages the School Community

The student-led Sustainability Committee drives the school's sustainability efforts, working together with staff, peers, and external partners to create lasting impact.

What We Do and How You Can Get Involved:

- Student Leadership and Collaboration: We design and lead sustainability projects across the school. Teachers play a key role in supporting inclusive student participation and helping us develop leadership skills through real-world action.
- Curriculum Connections: We encourage staff to explore ways to connect sustainability themes to their subjects. The school garden is a great resource for hands-on learning, and we love seeing sustainability embedded in lessons from science to art, ICT, and humanities—all linked to the UN Sustainable Development Goals (SDGs).
- Community Partnerships: We actively collaborate with organisations like Free Tree Society, Ground Control, Re-Fill, Lovely Disabled Home, and the British Malaysian Chamber of Commerce (BMCC). These partnerships open up exciting opportunities for both students and staff to take learning beyond the classroom.



Experiential Learning Experiential Learning

Experiential Learning (EL) is a structured approach to education that connects academic knowledge with real-world application. It promotes deeper learning by engaging students in meaningful experiences that develop critical thinking, collaboration and leadership. These experiences often extend beyond the classroom and are driven by reflection, interdisciplinary collaboration and real-world application.

At Charterhouse Malaysia, Experiential Learning includes—but is not limited to—activities such as fieldwork, student-led projects, community outreach, the International Award (Duke of Edinburgh) and the Independent Learning Project (ILP). These are designed to support the development of each student's Learner Folio and Future Readiness.

For questions or collaboration related to Experiential Learning or the International Award, please contact: **Jonathan Sutton** [jonathan.sutton@charterhouse-hrms.edu.my] – Head of International Award and Experiential Learning.

Overview of the International Award

The Duke of Edinburgh's International Award is a globally recognised programme that challenges young people to discover their purpose, potential and passion through self-directed learning and personal development. It promotes independence, resilience, teamwork and leadership by encouraging participants to set and achieve personal goals in areas beyond the academic curriculum.

Award Levels

- The Award is offered at three progressive levels:
- Bronze – for those aged 14+. 6-month program.
- Silver – for those aged 15+. 12-month program.
- Gold – for those aged 16+. 18-month program.

Each level demands greater commitment, time and challenge, offering increasing opportunities for growth.





Award Sections

To achieve an Award, participants must complete activities in the following sections:

1. Service Contributing time to help others or support the community. This encourages empathy, civic engagement and social responsibility.
2. Skills Developing a personal interest or talent (e.g. music, cooking, coding), building confidence, perseverance and curiosity.
3. Physical Recreation Participating in regular physical activity to improve health, stamina and teamwork.
4. Adventurous Journey Planning and undertaking an expedition in an unfamiliar environment—promoting independence, resilience and collaboration.
5. Residential Project (Gold only) A purposeful experience with people outside the participant's usual circle, often through service or learning in a new setting.





Future Pathways – University and Career Advice

Our Future Pathways Programme supports every Charterhouse Malaysia student in preparing for their future beyond school, aligning with our vision: “Future Ready by Design.” It is personalised, student-centred, and designed to help students explore and pursue their future academic and career goals.

Personalised Guidance

Every student receives tailored advice based on their interests, strengths, and goals. At various parts of the year, as per the road map, form tutors will share resources and future pathway specific information.

University & Career Support/ ILP Time

Universities preparation: Internal support is provided to students by all staff and led by Ms Amy Candiano. Through external agencies Unifrog (Global institutions), MABECS and UKEC (UK) and Millie (US) students gain additional support and information in their university application process. We host university fairs and academic lectures from universities worldwide throughout the year as per staff calendar. Support with entrance tests: LNAT, UCAT, BMAT, IELT and Oxbridge Bubble event. Internal and external support with personal statements, CVs, interview prep, and reference writing during form and ILP time with Ms Amy Candiano.

End of Year 12 & Year 13: Students reflect on their journey, set goals, and review their academic and career plans during structured ILP sessions.

Specialist Societies

Oxbridge Society, Medical Society, Law Society, Economics Society – student led CCAs but staff support is necessary to support students in their career pathways. We have hosted interview practice, entrance test prep, and expert talks in these CCAs.

Real-World Experience

Internships & Research Placements (2–4 weeks between Year 12 & 13)



Parent Involvement

We value parents as partners in the Future Pathways journey. Throughout the year, we offer:

- Parental Workshops on university admissions (UK, US, global, process)
- Regular emails on student progress and application milestones (responsibility of form tutors and Ms Amy)
- Collaborative discussions to align aspirations and plans

Future Pathway Year Roadmap

Term	Year 9	Year 10	Year 11	Year 12	Year 13
1a	Reflection Future Pathway	Reflection Future Pathway	Exploring post 16 options/careers	Career Goals	University Applications
1b	Preparing for GCSE Options	Personality Test	Firming A Level Options	CV and cover letter writing	All university application submitted
2a	What are my interpersonal skills	Setting Career Goals	Employability Skills – CV Writing	Networking and social media	Mock exams to inform choices
2b	My Career Journey	Workplace well being	Reflection: Future Pathway Plan	Interview Preparation	Finalise choices/Visas
3a	Firming my IGCSE Options	Employability Skills	IGCSE Exams	Uni planning informed by mock exams	A Levels Exams
3b	Reflection: Future Pathway Plan	Reflection: Future Pathway Plan	IGCSE Exams	ILP Uni time and Summer Internship	A Levels Exams



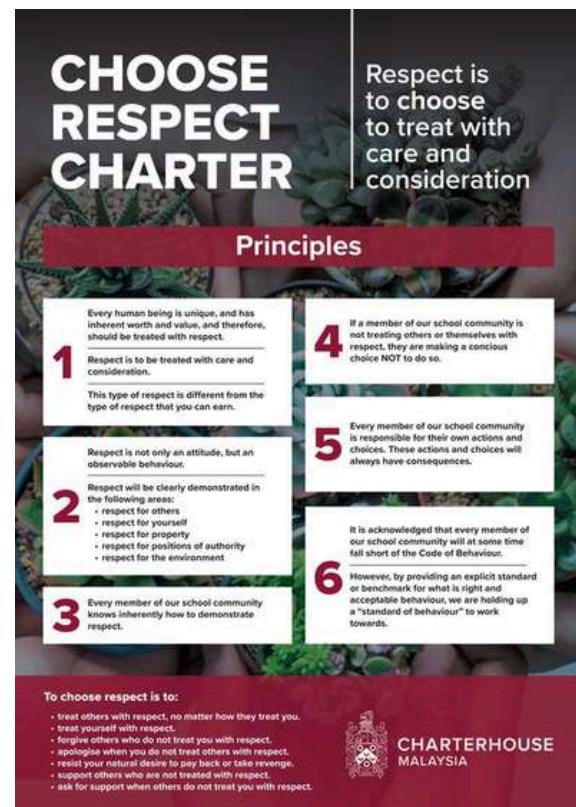
Behaviour for Learning

Choose Respect Charter

At Charterhouse Malaysia, our Choose Respect Charter is the foundation of our school culture. It fosters an environment where every student can learn, grow and contribute positively to the community.

By embracing the principles of our charter, we:

- Cultivate Personal Growth and Reflection
- Foster a Safe, Supportive, and Fearless Environment
- Build a Strong Community of Collaboration and Support
- Develop Responsible and Ethical Individuals
- Provide a Benchmark for Behaviour



Pastoral Care and Student Support

At Charterhouse Malaysia we believe that education reaches far beyond the confines of the classroom. We strongly believe that happy students make successful and life-long learners. No student can ever achieve their academic potential and thrive in their present and future life without the foundations laid out by an outstanding, evidence-informed pastoral care. This ensures that every student is seen, heard, valued and cared for as an individual.

Houses

On enrolment, each student is placed in one of our 6 Houses. Each house has its own identity that goes beyond the house name, house shape, house colour, the house animal or the allegiance to house sports teams. The houses work together as a whole house to compete in a broad range of competitions throughout the school year, from House music to debating to sports. Students learn to work together and succeed together, developing a strong sense of belonging. Key to this is the way they take responsibility for each other and care for each other. Students will have plenty of opportunity to put into practice the leadership and team-building skills they have learned as they take responsibility for organising house teams, house events, and the house trips.



Tutors

In collaboration with the Assistant Head (Student Development & Wellbeing) and the Student Development Leaders (Heads of Year), all our academic staff undertake the role of Tutor, becoming the primary port of call for a comprehensive range of student matters. Their remit stretches beyond academic stewardship to include focused oversight of co-curricular engagements, guidance on projects (ILP and EPQ), assistance with UCAS applications, career advisement, House activities, and fostering involvement in social enterprise projects. Tutors are their tutees' champions, aiding them in setting ambitious yet achievable targets, monitoring progress, and facilitating reflective practice on their achievements.

Every Tutor at our school is actively encouraged to embody and promote our forward-looking vision of being "Future Ready by Design."

When they wish to contact the School about their child, parents are expected to contact their child's Tutor in the first instance. They will be provided with guidance on the next steps, including if the matter needs to be escalated to a member of the leadership team.

Student Code of Conduct

At Charterhouse Malaysia, students are expected to uphold the principles of our Choose Respect Charter and to be guided by our values at all times. We believe that students should learn from their mistakes and that warm and positive relationships between students, staff and families are key to improving behaviour and outcomes.

We understand that, at times, standards may not be met, and appropriate actions will be taken to address this. Our approach to managing behaviour is restorative rather than punitive, with the aim of helping students reflect, take responsibility and improve. We seek to recognise and celebrate positive behaviour, effort and achievement, through a collaborative approach between students, staff and parents.

For details of our good conduct expectations, please refer to the [Student Code of Conduct](#).





Positive Behaviour Flowchart:

Level	Awarded By	Example	Students Received	Issued Via
Level 1	All Staff	<ul style="list-style-type: none">• Student contributes excellent answer in class discussion• Supports peers in lessons or during projects	1 reward point + 1 house point	iSAMS
Level 2	All Staff	<ul style="list-style-type: none">• Student is consistently excellent through lesson• Student shows good progress or high attainment in single TMA/HTA/ Homework	L2 reward point + 2 house points	iSAMS
Level 3	All Staff	<ul style="list-style-type: none">• Student goes above and beyond to produce excellent work or project• Student shows long term progress or excellence over topic or project	Email home + L3 reward point + 5 house points	iSAMS and email from Teacher
Level 4	SDL/HOD/SLT	<ul style="list-style-type: none">• Student produces a truly exceptional piece of work• Student helps at open days or school events	Email home + Celebrated in assembly each term + L4 reward point + 20 house points	iSAMS and email from HoD/DHA or SDL/DHP





Behaviour Intervention Flowchart:

Level	Issued by	Example	Consequence Available	Issued Via
Level 1	All Staff	<ul style="list-style-type: none">• Lateness• Off task• Impolite• No homework• Swearing	<ul style="list-style-type: none">• A conversation/ reminder of expectations and verbal warning.• Use Respect Charter.	Teacher
Level 2	All Staff	<ul style="list-style-type: none">• Persistent Level 1 behaviour after issuing Level 1 warning• Lack of respect• Deliberate underachievement• Repeated lack of homework• Directed swearing	<ul style="list-style-type: none">• Teacher logs behaviour on iSAMs and adds student to restorative spreadsheet with student knowledge.• Use Respect Charter.• If behaviour repeats itself for a second time during a fortnight, then HoD contacts home.	iSAMS by teacher SDL runs Lunchtime restorative Thursday HoD contact home if repeated in quick succession
Level 3	HoD/SDL	<ul style="list-style-type: none">• Persistent Level 2 behaviour (3 or more L2 incidents per half-term)• Vandalism/theft• Truancy• Discriminatory Language	<ul style="list-style-type: none">• SDL / HoD Behaviour Report• Appropriate restorative <p>Students at this level to be discussed at (ALT/SDT) meetings</p>	iSAMS & SDL/HoD contacts home of repeated or significant concern.
Level 4	SLT	<ul style="list-style-type: none">• Persistent Level 3 behaviour (3 or more L3 incidents per half-term)• Threatening or aggressive behaviour• Verbal abuse• Directed use of discriminatory language	<ul style="list-style-type: none">• Internal exclusion• Fixed term exclusion• Implementation of Written Warning system• Personalised Support Plan written	iSAMS & SLT contacts home & Parental meeting arranged. SDL to meet with student and create a PSP once returned.
Level 5	Headteacher and Governors	<ul style="list-style-type: none">• Failure to respond to Final Written Warning• Serious assault• Serious misuse of internet/e-communications• Bringing a weapon on site• Incitement to racial hatred• Malicious allegations against a member of staff• Drug related activity• Arson• Serious incidents of theft	Permanent exclusion recommended to Governors' Discipline Committee	



Restorative Approach

We believe that a positive, respectful school culture is the foundation for learning. Our rewards and sanctions systems are designed to help students grow in responsibility, resilience and respect, thus preparing them to contribute positively to their communities.

We understand that our high standards will not always be met and will support students through a restorative rather than punitive approach. We believe that the certainty of the consequence is more important than its severity. It is therefore important that we are consistent in our approach. Consequences will be decided in line with our Student Code of Conduct, the Behaviour Intervention Flowchart above, and careful consideration of each individual case by the Senior Leadership Team (SLT). The SLT reserves the right to issue sanctions as they see fit.

For most offences, the following steps will be followed to ensure students are heard and supported throughout the process, so they can rectify their behaviour:

Restorative Conferences. All students will participate in restorative conferences before, during and after they have undertaken the assigned consequence. The purpose is to encourage reflection and ownership, with students working with the school team to establish SMART goals that will ultimately improve behaviour and the chances that the student will achieve their full potential.

Meetings between the school team, parents and the students to ensure that all parties are working towards the same goal. Positive re-enforcement will play a part in developing the positive behavioural outcomes that will optimise learning for all our students.





Payments, Charges and Claims

School Fees

School fee invoices are issued several weeks before the start of a term. Payment should be made before the first day of each term. Late payment will incur penalties and possible suspension from school.

Please submit proof of payment to the Accounts Department for all online payments.

School events

All payments must be made via Bank Transfer or using a card at the Accounts Department on Campus. We do not accept cash payments.

Please submit proof of online payment together with the Parental Consent forms.

Administrative Charges

Any request for additional copies of school reports, testimonials, certificates or other documents from the School will incur an administrative charge of RM5.00 per document.

Insurance Claims

For insurance claims linked to accidents that have occurred in school, please speak with our Accounts Department.

Bank Details for payments

Payable:	Charterhouse Malaysia Sdn Bhd
Bank:	HSBC Bank Malaysia Berhad
Address:	1st Floor (South Tower), No 2, Leboh Ampang, Kuala Lumpur, 50100
Number	105-899231-101
SWIFT Code:	HBMBMYKLXXX



CHARTERHOUSE
MALAYSIA

Parent and Student Agreement

Please print, sign and return to your child's House Tutor, this slip confirming that you have read and understand the contents of the Parent and Student Handbook.

Parent Name: _____

Parent Signature: _____ **Date:** _____

Student Name: _____

Student Signature: _____ **Date:** _____