



British

International School, Phuket



PRIMARY

Handbook 2019-2020



Primary Handbook

2019-2020

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□ Introduction

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I extend a warm welcome to students and parents who are new to the school and an equally warm welcome back to the rest of the community.

I hope that this document will enable you to gain a greater understanding of what we are trying to do. Put simply, we aim to be a happy school in which everyone is safe, treated with respect and encouraged to learn.

To ensure the safety and wellbeing of our students at BISP we set appropriate expectations and create practices that ensure a caring environment is present so our students can maximise their learning experiences. Communication is vital to the success of any learning community and it is imperative that the lines of communication remain open and respectful at all times. Please take the opportunity to seek out a teacher or administrator for a dialogue about something which you think has gone particularly well or something where we can improve - we are all learners, whether we are parents, teachers or students.

Learning takes on many forms and happens in the classroom, corridors, sporting venues, school trips, music practice rooms, at home and in the virtual world. Everyone at BISP looks forward to a year filled with positive interactions, engaging and exciting learning experiences and the opportunity for students to take on extended curriculum opportunities.

Kenneth Page

Principal - Primary School

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□ Mission Statement

To provide a curriculum of academic excellence and opportunity to enable all students to fulfill their academic potential, to identify and pursue significant talents to the highest levels, and to develop essential life skills within a clearly articulated values framework.



Philosophy

BISP believes that the purpose of formal education is to develop the necessary skills to maximize the potential of young people, thereby enabling them to lead quality lives.

Such skills can only be fully developed within a cohesive and supportive community and through a curriculum of opportunity, where curiosity is valued and encouraged, and each student is able to experience personal, physical, creative and aesthetic expression within a strong and rigorous academic framework.

The core skill is 'learning how to learn', and this can best be developed through an understanding of the physiological and neurological processes that underpin learning, supported by the on-going promotion of critical self-reflection.

Compassion and a strong values framework must lie at the heart of the educational process and collectively and individually, all members of the BISP community should, through discernible action, demonstrate a concern for the welfare and support of others.

Values

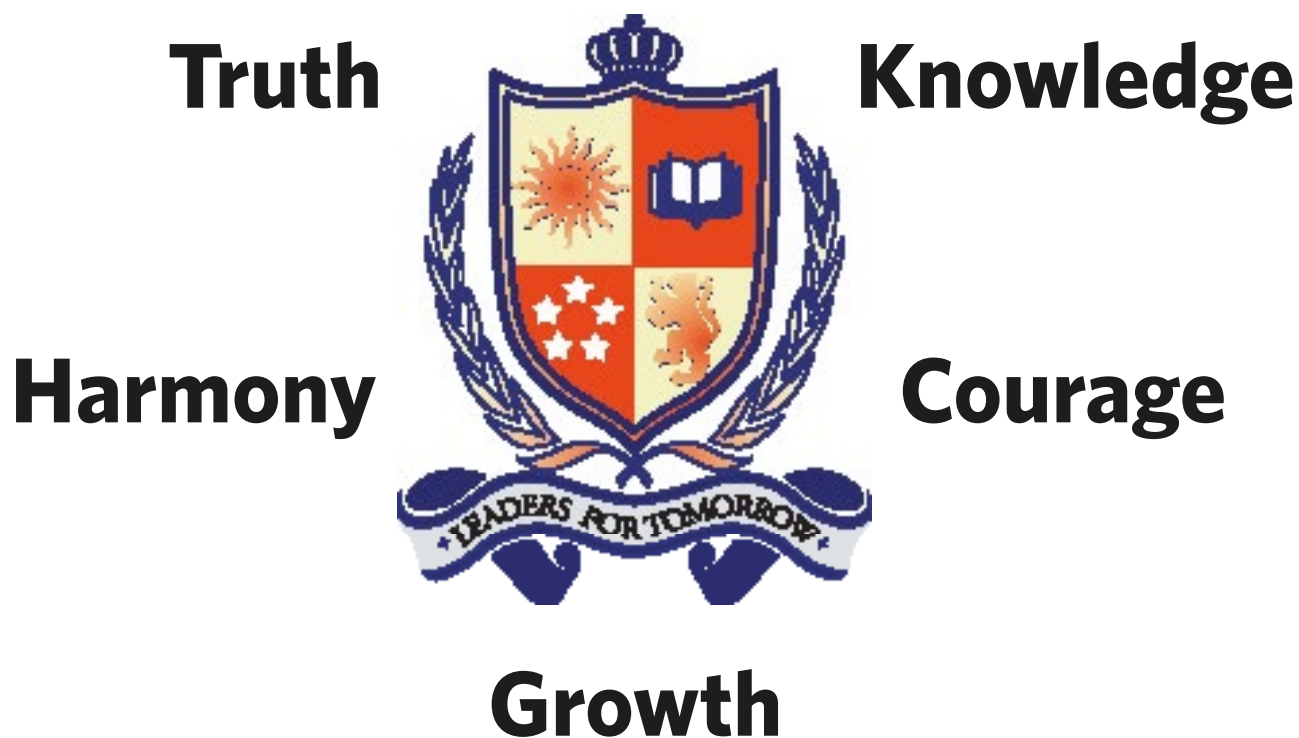
At BISP we believe that choice of action should be determined by the following considerations:

- We should be mindful of the needs and rights of others.
- We should be honest in our dealings.
- We should be peaceful in our intentions.
- We should be considerate in our actions.

These can be encapsulated in the following sentence:

'Treat others as you would wish to be treated yourself.'

□ School Crest



□ Attendance Expectations

The process of education includes a combination of instruction, classroom participation, learning experiences, and study. Regular attendance at school and participation in learning activities with teachers are vitally important for student success. At BISP students have 181 school days each year and we encourage 100% attendance so students can maximise their academic progress. However, if students are sick we do of course expect that they stay home. Universities and Schools around the world note the number of missed school days or late arrivals as an indicator of student commitment and time management.

The School Day

Time	Period
07:55-08:10	Home Room
08:10-08:40	1
08:40-09:10	2
09:10-09:40	3
09:40-10:10	4
10:10-10:40	Break
10:40-11:10	5
11:10-11:40	6
11:40-12:10	7
12:10-13:05	Lunch
13:05-13:35	8
13:35-14:05	9
14:05-14:35	10
	Activities

Notes

- Registration will be taken at the beginning of each day with the classroom teacher from 7:55am.
- Late students sign in on arrival at the Primary Office after 8:10am.
- Parents are asked to email primary@bisphuket.ac.th before 7:30am if your child will be absent. All absences will be listed as unauthorised until notification is received.
- The Primary secretaries will call parents of absent students if they haven't received notification via primary@bisphuket.ac.th or other means.
- Students who have permission to leave during the day should acquire a Security Form signed by a parent/guardian and administrator, which needs to be shown to the security guards on leaving the campus.
- Requests for permission for student absence/leave should be made, at least two weeks in advance by e-mail to the Primary Principal or Deputy Principal.

Lunch

- School lunches are provided each day for students and are included in the school fees.
- A snack and drink are provided for the students at morning break and after school.

❑ Absences from School

A consistent, prolonged absence from school may result in enrolment being cancelled or a student being asked to repeat a year. Students who have unavoidable absences over a period of time should discuss the matter with the relevant Deputy Principal.

It is not the teachers responsibility to provide work for children to complete in the case of an absence.



□ Dress Code

BISP students are responsible for being neat, clean and dressed appropriately. All uniforms are available from the school shop. Items of clothing that have not been purchased from the school shop are not acceptable.

Students who are out of uniform may be sent home or asked to purchase the appropriate uniform

Uniform For Years 1-6

Boys	Girls
Shirt: Blue Batik Shorts: Beige Shoes: Black Socks: Plain White (no patterns) Sweater: Dark Blue School Hoodie Hat: Sunhat for outdoor play	Shirt: Blue Batik Culottes: Beige Dress (year 1,2 only): Blue Batik Shoes: Black Socks: Plain White (no patterns) Sweater: Dark Blue School Hoodie Hat: Sunhat for outdoor play



Sports Kit for Year 1-6

BISP sports top, shorts and colour-team t-shirt for competitions.

Non Uniform Expectations

At certain times throughout the year BISP may declare a Non Uniform day. Dress code expectations for such events are below.

- Clothing should be neat, clean and of proper fit and not frayed, tattered or torn.
- No sleeveless tops or singlets.
- Any slogans or logos on clothing must be appropriate.
- Skirts and shorts must reach mid-thigh or extend beyond the fingertips of the wearer when the student has their hands by their sides, whichever is longer.
- Beachwear and lycra/spandex is not permitted.
- Shoulders must be covered.
- Midriff region of the body must not be visible.
- Sleepwear pyjama pants are not permitted.
- Footwear must not be a safety hazard to the wearer or others. School type shoes, sport shoes or sandals with straps are acceptable. (Note closed toe shoes may be required in some subjects)

Jewellery/Make up/Hair/General Appearance

Hair must be neat and presentable, in accordance with the guidelines below:

- Boys: Above the collar
- Girls: Long hair must be tied back
- Any hair colouring should look natural in accordance with the student's natural hair colour.
- One plain stud per ear is permitted. Large stones, loops or hanging earrings are not allowed.
- One discreet, plain necklace is allowed.
- No makeup

Lockers

Years 3-6 students are allocated a locker at the start of the school year, or when they first arrive in the school. Lockers are provided for the temporary safe and secure storage of books and other items during the school day.

Other non-secure storage is provided in some areas of the school, outside the refectory entrance and in the foyer on the ground floor near Security. These temporary storage areas are provided for student convenience only and to make sure that bags do not create a safety hazard by being left on corridor floors or allowed to fall off the tops of the secure lockers onto passers-by. Any bags or other items that create a safety hazard will be removed and deposited at Security.

Years 1-2 students are allocated an open cubby hole for the storage of their bags and hats. Teachers will keep the student water bottles in a large basket/tray.

The school cannot be held responsible for the loss or damage of personal items or school property left in either the secure lockers or the temporary storage shelves.

Health

Annual Health Check

Every year students are offered a routine check up in accordance with current Department of Health Policy. This includes weight and height check, eye and vision check, general health and physical examination and dental check.

Nursing Care

24 hour nursing cover is provided at the school and there are regular visits to the campus by a doctor. The school also has a programme of regular health checks. If there is any cause for concern regarding a student's health, a report is sent to the parent or guardian. You are also welcome to enquire about your child's health by directly contacting the Head Nurse, Khun Marisa Wongmanachot, (marisaw@bisphuket.ac.th).

If a student has to be admitted to hospital, the school nurse will inform the parent or guardian immediately. Please note that the infirmary is located at the end of the sports hall near to the boarding houses.

Medication

If you send your child to school with any form of medication, it is very important that you inform the Head Nurse and appropriate member of the Primary Leadership Team of the precise details. Medication must be stored in the infirmary and can only be administered by the School Nurse.

Vaccinations

Vaccinations are not provided by the school. Please check with your local doctor about your child's vaccination requirements. A list of recommended vaccinations is provided in the medical form upon admission.

Primary House System

On entering the school all the students and staff are divided up into 4 house teams – Red Hawks, Yellow Harriers, Blue Ospreys and Green Falcons. The students will stay with their colour team for their entire time at BISP. The teams are across the ages from Reception to Year 13. This helps to foster good relationships between different age students, students from different classes, day and boarding students and, perhaps most importantly, between students and teachers.

Children can earn house points in class and outside of class for demonstrating the values of the school crest. Certain house team events are also held throughout the year, such as the cross-country competition, sports day and the swimming gala.

Awards: Recognition and Rewards

BISP gives opportunities for all students to be recognised for their achievements and efforts. BISP awards are presented at school assemblies and recognition may also be given by posting details on the school blog. Excellence and effort in all aspects of school life are encouraged amongst students. The value of positive recognition for student achievement is actively acknowledged.

Other examples of rewards:

- Crest Cup - showing the values of the school crest
- Student Cup - recognition from your peers
- Class Certificates - Celebrate effort, attitude and growth in learning

Behaviour

At BISP our behaviour guidelines are underpinned by:-

- A positive approach and success orientation driven by explicit use of positive language, in line with our school's values:

We should be mindful of the needs and rights of others, we should be honest in our dealings, we should be peaceful in our intentions, we should be considerate in our actions.

Beliefs and Practices

At BISP we endeavour to create safe environments for rigorous learning through the following practices:

- Understanding that all emotions are acceptable but all behaviours are not.
- Grow a culture of mutual respect.
- Develop an understanding that punishments have limited value and that restorative justice corrects and educates.
- Nurture an understanding that we are in control of and are responsible for our own actions, behaviours and thus consequences.
- Teachers and students work in partnership to develop class expectations, rights and responsibilities, revisiting these frequently to build a supportive environment. These will be visible in the classroom.
- Teachers and students establish agreed routines for reflection time to enhance class dialogue.
- School values are embedded into the teaching and learning of all social and emotional skills.
- Adaptive and effective guidance is based on multiple approaches to classroom management in response to student needs.
- Use conflict as a teaching moment to understand feelings, reflect on behaviour and/or emotions and identify areas for growth.
- Students and teachers work to establish and maintain a positive school environment.

At times, some individual students are unable to work within the above system. For these children:

- A 'consequence conversation' with the child, which follows a predetermined, standardised approach to encourage the student to reflect upon his or her behaviour, and upon better ways to manage their emotions. A record of this conversation will be sent to the student's parents for their information to follow up at home.
- Should the poor behaviour persist, the Primary Management Team will meet with the

parents and student.

- If there is a continued pattern of concerning behaviours, the school counselor and AEN team will become involved and a behaviour plan may be drawn up.
- Suspension may also be used if the situation is considered serious. Parents will be invited to school to discuss their child's persistent poor behaviour, and a further strategy will be determined.
- Should the intervention attempts fail to change the behaviour, the Headmaster has the authority to permanently exclude the child from school.

□ Homework

Homework is an important feature of learning at BISP. We also recognise that homework should not prevent children from taking part in a wide range of out-of-school activities, family time and a good night's sleep. To this end, teachers will set an age-appropriate amount of homework consisting primarily of reading and mathematics.

We recommend that:

- Children in Year 1 and 2 are recommended to read for a minimum of 10 minutes per day, spend a minimum of 20 minutes on maths per week.
- Children in Year 3 and 4 read for a minimum of 15 minutes per day, spend a minimum of 20 minutes on maths per week.
- Children in Year 5 and 6 read for a minimum of 30 minutes per day, spend a minimum of 20 minutes on maths per week. These times are only a recommendation and timings should be negotiated to support children's learning and fit into their schedules.

Teachers are responsible for allowing children to share and celebrate homework, marking homework and providing feedback that moves learning forward. Teachers will decide what style of marking and feedback will be used that best suits the homework your child has presented. This may include verbal, written, peer and self assessment.

Thai nationals, in Year 1 - 6, will also receive homework to support the development of their mother-tongue. Thai homework should range from 10 minutes a week in year 1 to 1 hour a week in Year 6.

MFL teachers may provide optional on-line activities to support children's development in their Modern Foreign Language choice. These may include resources such as links to songs and Quizlet.com.

We strongly encourage parents to speak with their classroom teachers regarding any issues with homework so that we work as a team to support each child to use homework in the most productive way for their learning.

Reporting to Parents

Reporting on assessment is about communicating what students know, understand and can do. It describes the progress of the students' learning and identifies areas for growth. Reporting provides clear information that is useful to students, teachers and parents.

Documenting Learning (Year 1 to Year 6)

Throughout the school students' thinking is made visible in the classrooms and learning environments. Working walls, collaborative books and displays exhibit student's successes, efforts, progress, higher order thinking, creativity and reflection. Student learning that is being documented throughout the environment becomes meaningful when updated, reflected-on and shared regularly.

Student Portfolios Year 1-6

BISP has a responsibility to show evidence of student learning. Portfolios are one method of collecting and storing information that can be used to document and assess student progress and achievement. A portfolio is a purposeful collection of student work that exhibits the student's successes, efforts, progress, higher order thinking, creativity and reflection. Portfolios should not be thought of as a collection of work but rather an exhibition of an active mind at work. Samples show evidence of student growth across the elements of the BISP Primary curriculum (Concepts, Knowledge, Skills and Action), curriculum areas (Language, Mathematics, Science, Social Studies, The Arts and PSHE). Student portfolios become meaningful when updated, reflected-on and shared regularly. Portfolio entries should document both the process of learning and the product, including multimedia and evidence of students in the process of constructing meaning. It can be used as a tool for assessment and reporting purposes for students, parents, teachers and administrators.

Portfolio Process at BISP

- Portfolios are to be set up within the first few weeks of school.
- Years 1 to 6 use E-Portfolios - Seesaw
- The Year Leaders will collaborate with their teams to plan scaffolded development of the Learning Skills needed to aide portfolio development for students and teachers.
- Within each Unit, teachers work with students to select a range of entries that represents the student's growth across multiple curriculum areas.
- Teams will develop reflective practice strategies to use with students.
- Portfolio sharing with parents happens before or after Goal Setting Conferences.

Conferences

The purpose of conferences is to share information between teachers, students and parents. Conferences may take a formal or informal approach. Conferences will always include goal setting, action planning and reflections.

The following structures may be used:

- Goal Setting Conference
- Teacher - parent
- Teacher - student

Goal Setting Conference process at BISP

The student and the teacher collaborate to establish and identify the student's strengths and areas for improvement. This will lead to the setting of new goals and understanding how they can be achieved. Goal Setting Conferences involve the student, parents and teacher. Students discuss their goals and strategies to achieve them with their parents and teacher, who are responsible for supporting the student through this process. Guided by the teacher, students are responsible for reflecting upon work samples they have chosen to share, that have been previously selected with guidance and support from the teacher and could be from the student's portfolio.

Written Reports

Written reports are seen as a record for students, parents and the school itself of a student's progress. Reports clearly indicate areas of strength and areas for growth. Reports on all subjects are issued in the first and third terms to all pupils from Year 1 to Year 6.

Informal Conferences

Parents are encouraged to contact teachers in the first instance and schedule meetings when they have any questions regarding their child's progress. Teachers may also initiate parent meetings whenever they feel the need. If problems arise they should not be left until the next scheduled parent conference to be resolved.

The Primary School Curriculum

We follow the English National Curriculum, adapted to our particular circumstances. For further details, see our website: <http://www.bisphuket.ac.th/primary/year-1-to-year-6/> or speak to one of the Deputy Principals.

English as a Second Language (ESL)

English as a Second Language (ESL) in the Primary School makes provision for the needs of second language students of English within the school. The support offered takes various forms and is delivered by specialist teachers of English as a Second Language. Our initial concern is to foster the acquisition of survival language to enable students to cope with the practical aspects of class and school life and to function socially. Once basic structure and vocabulary are in place, our next aim is to assist students in acquiring the necessary spoken and written language to function fully in the mainstream academic programme.

The ESL programme offers in-class support in the mainstream classes. Temporary withdrawal is often required from mainstream classes when language ability is at a level where the student needs greater support.

The Activities Programme

Activities last for one hour or more. Students are encouraged to select a balanced programme including some physical activity. Some activities are undertaken outside of school. Activities run by outside providers often involve an extra expense. Students select their preferred activities online at the beginning of each term. Full details are given at that time.

Smoking

The school is a Non-Smoking Campus.

Drug/Alcohol Abuse

The unlawful use, possession of, buying or selling of, giving of or trafficking in alcohol narcotics, stimulants, barbiturates, suppressants, hallucinogenic drugs, marijuana or any other dangerous drug by anyone on the campus, or in its immediate environs, or during School-sponsored activities is prohibited. Any student who violates this policy will be withdrawn from classes immediately.

The school reserves the right to drug test any student at any time.

Bake Coffee Shop

Food/Drink from Coffee Shop – Must be consumed within the coffee shop area.

Year 1 - 6 students are allowed in the coffee shop before school and after school with adult supervision.

❑ ICT – Responsible Use of ICT at BISP

The networked computer system is owned by BISP and access to it is granted to all students who are also issued with a Network account. Digital Citizenship is an integral part of the curriculum. All users are expected to abide by the following rules.

- Internet access is for study or for school authorised/supervised activities.
- Telephones and Instant messaging (receiving or sending) should not be used during the school day and such services/devices (including Skype, Twitter, and FaceBook) should be switched off, unless a teacher gives clear instructions to use such a service during a particular lesson.
- Student use of computers, mobile devices during break or lunchtime and before or after school is restricted to the Library and other specified areas.
- Games should ONLY be played on the school network if they are part of a lesson or organised activity.
- Downloading from the internet should only be for academic purposes.

Children in Years 3-4 will be provided with an iPad on a one-to-one basis, for use in school. From Year 5, BISP operates a BYOD (Bring Your Own Device) policy with children expected to bring their own laptop, preferably a MacBook. Please note that the school may install software on students' laptops that will allow teachers to monitor and control student computers during lessons.

Mobile Telephones and Smart Watches

Children in the primary section of the school are not permitted to bring mobile phones or smart watches to school. Any child who does bring such technology to school will have the items placed in the Primary Office for subsequent collection by a parent.

Child Protection

At BISP we believe that we should work in partnership with parents and carers to protect children and to ensure all are afforded a safe, secure and supportive environment in which to grow and develop.

If any child feels unsafe, either at school or outside of school, then they should talk to a trusted adult (eg their parents, tutor, teacher, nurse or a member of the student support services). We take children's concerns seriously and will act professionally in order to maximise their safety and well-being.

If anyone has concerns for a child, or for those who have responsibility for caring for a child, they should immediately inform the child protection officer (Primary Principal). Again, all concerns are treated seriously and any actions taken by the school will be, wherever possible, in the spirit of support and co-operation, with the needs of the child being paramount.

Please see the Child Protection Policy for further information, available from the Primary Office.

□ Learning Support

The focus of the Additional Educational Needs Department (AEN) is to monitor students who have a need in order to help them fulfill their potential. We then work out how best to support this need and design and develop solutions for the student to use in collaboration with the teachers.

We have 4 main aims.

- To gather and share information and strategies about students to support teachers in their delivery.
- To maintain records and operate systems to refer and review students progress.
- To offer in-class support to students and teachers.
- To provide sessions for students to build their skills and develop personally outside of the main classroom

The AEN department is holistic in nature. We are interested in supporting the whole child; cognitively, socially, emotionally and in general well being. We also look to see what we can do to enable teachers to be more successful when students become challenging.

This is the 'mouldable' department, we shape ourselves to the needs of the staff and students in order to support them in being successful.

□ Counselling and Guidance

In addition to the pastoral care provided by classroom teachers and the members of the Primary Leadership Team, the school also provides counselling. The Counsellor's role is to offer counselling to individual students and/or parents about behavioral, social or emotional problems affecting students.

Referrals for counselling are usually made by a teacher/appropriate member of the Primary Leadership Team or by a student themselves. Parents may also contact the counsellor directly and make a referral or discuss any problem of a personal nature.

Improved communication skills, broadening ways of dealing with conflict and encouraging changes to problem behaviour patterns are some of the goals of counselling. Counselling fosters independent thinking, decision-making and personal responsibility. Counselling encourages students to develop individual, communal and global responsibility and respect, in an increasingly multicultural and changing world community. The school has a full time guidance counsellor as part of the Student Support Services team.

□ Specialist Teaching

Children in the Primary School benefit from specialist teaching in PE, Art (year 3-6), Music, Drama, and Languages (Thai, Mandarin year 3-6 and Spanish year 3-6). They also enjoy a weekly library lesson.

□ The Primary Library

The Library is located centrally on the first floor of the Primary Building. The Primary Library is open Mon-Fri 7.30am-4.30pm. The Library can be used by anyone from the BISP community.

The Library offers comfortable reading and group work areas, individual work stations with printing, after school activities and teacher support. There is a Primary school teacher librarian and two library assistants available to help, give advice and support the students' recreational reading and learning. In addition to the physical library, with its large print collection in many languages, there is a digital library. Please ask the Librarian for the login details to Tumblebooks (also available from the front desk of the Library)

Borrowing privileges:

- Nursery and Reception = 1 book at a time
- Year 1 and Year 2 = up to 2 books at a time
- Year 3, 4, 5 and 6 = up to 5 books at a time.

During school holidays (apart from the Summer Holidays), students may borrow up to 5 books.

All parents are welcome to use the Library, and they can borrow up to 7 books at a time. Older students and parents are also welcome to borrow from the Secondary Library.

Children are welcome to use the Library after school hours when accompanied by responsible adult or sibling.

All borrowed resources are on loan for 2 weeks and can be renewed. Resources should be treated with respect and returned in good condition. The Library will issue invoices for lost or damaged resources.

Primary children are allowed to use the library during the following break times:

- Year 1-3 - Morning Break
- Year 4-6 - Lunch Break

□ Communication

We recognise the importance of communication between home and school.

Any matters arising from home should be addressed to the relevant teacher in the first instance. It is best to arrange a mutually convenient time with the teacher so the matter can be fully addressed; email is often the best method. Further support is available from the Deputy Principals and the Primary Principal.

It is important that the school maintains up-to-date parent contact details (email address, telephone number) so that the school can contact you when the need arises.

More general information can be found through class blogs. Additionally, a Twitter feed ([@BISPPPrimary](#)) adds an alternative perspective.

Contacting Administration

The Primary School Administration Office is open Monday to Friday from 7.30 a.m. to 5.00 p.m.
Tel: 076 33 5555 ext. 6211

Withdrawal Form

If a student is going to leave the school, please inform the school's Admission Officer as soon as possible. You may collect a Student Withdrawal form from the Admissions Office or download it from our website. Completion of this form is an essential part of the process of withdrawing a student and the endowment cannot be repaid without its completion in a timely manner.

Boarding

Boarding at BISP provides a safe, caring atmosphere ideal for both intellectual and emotional growth. The aim is to foster a lively, happy community, which operates from a stable base where the feeling of belonging to a large family is important. Boarders learn how to live, to work and to play in a community environment, sharing experiences with people of their own age who originate from many different countries and cultural backgrounds.

Daily, weekly, short term and long term boarding is possible.

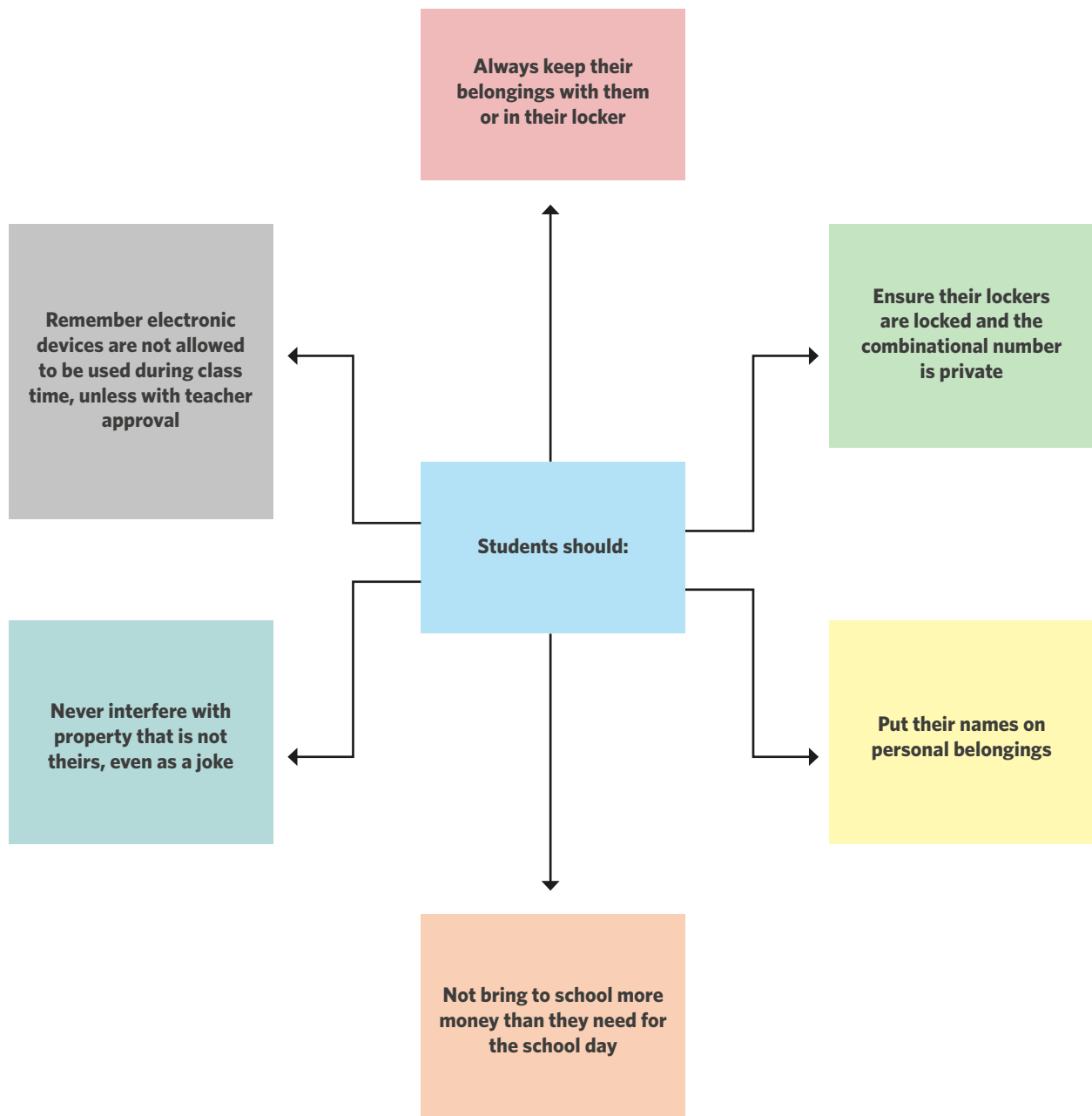
See our Head of Boarding for more information.

Lost and Found

If a student loses anything in the school they should tell their teacher, and go to the Security

Desk on the ground floor in the MTB or ask at the Primary office. If a student finds anything in the school they should hand it in to Security or to the Primary office.

Generally students should not bring valuable items, toys or large amounts of money to school and on any rare occasions that they must, they should never leave such items unattended at any time.



□ Safety and Security

During school hours, students must be collected from the Primary office by parents who sign an exit form to be given to the security guards at the gate.

The swimming pool is always out of bounds unless a lifeguard is present and a teacher is notified.

THE SCHOOL IS NOT INSURED FOR DAMAGE, LOSS OR THEFT OF PERSONAL POSSESSIONS. IT IS ESSENTIAL THAT STUDENTS DO NOT LEAVE VALUABLE ITEMS WHERE THEY MIGHT BE STOLEN.

□ School Buses

The school operates bus services to different parts of the island in the morning and afternoon. Full details, including routes and rates are available from the Admissions Department. Children may listen to music through personal headphones but due to safety issues, must not play games on their devices.

□ Emergency Procedures

The school has a detailed set of procedures to follow in the event of any emergency evacuation, lock-down or closure of the school. Students have drills throughout the year to become familiar with these procedures.

□ The school encourages all parents to have comprehensive medical insurance cover for all family members

□ Educational Visits

Our aim in organising and running educational visits is to enable our young people to learn in the environment, through the environment and for the environment.

Educational visits within a range of different environments bring great benefits to young people involved, including:

- Intellectual and physical challenges
- The development of personal and social skills
- Relationships between adults and young people when involved together in these common experiences are strengthened

There are many benefits to the whole curriculum, especially when the learning experiences are carefully planned beforehand and built on afterwards.

We recognize that Educational Visits require detailed planning, including a formal risk assessment procedure.

▣ Supervision of Students on Site

Day students should not be on the school site, or on the school playground, without adequate supervision. This is the responsibility of the parent or their helper before 7:35am and after 2:35pm.



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