



AN ARTHIT OURAIRAT INSTITUTION



# SECONDARY

# Contents

|   |          |
|---|----------|
| <b>1. Introduction and Contact Information</b>  | <b>4</b> |
| 1.1 Secondary Leadership Team                   | 4        |
| 1.2 Useful contacts:                            | 5        |
| 1.3 Lines of communication                      | 5        |
| 1.4 Communication with you                      | 6        |
| 1.5 Secondary Parent Year Group Representatives | 6        |
| <b>2. Mission, Vision and Values</b>            | <b>7</b> |
| <b>3. Inspiring Learning</b>                    | <b>8</b> |
| 3.1 The School Day                              | 8        |
| 3.2 The Secondary School Curriculum             | 8        |
| 3.3 BISP Learner                                | 10       |
| 3.4 Google Classroom                            | 10       |
| 3.5 Online Learning                             | 10       |
| 3.6 Textbooks/ Equipment                        | 11       |
| 3.7 Homework                                    | 11       |
| 3.8 Types of Assessment                         | 12       |
| 3.9 Reporting to parents                        | 14       |
| 3.10 Learning Conferences                       | 14       |
| 3.11 Awards: Recognition and Rewards            | 15       |
| 3.12 Academic Intervention Steps                | 15       |
| 3.13 Academic Honesty                           | 15       |
| 3.14 Learning Centre (Library)                  | 17       |
| 3.15 Learning Support                           | 18       |
| 3.16 English Language Acquisition (ELA)         | 18       |
| 3.17 Educational Visits                         | 18       |

|   |           |
|---|-----------|
| 3.18 University Counselling, Academic and Career Advising | 18        |
| <b>4. Nurturing Wellbeing</b>                             | <b>20</b> |
| 4.1 Child Protection and Safeguarding                     | 20        |
| 4.2 Emergency Procedures                                  | 21        |
| 4.3 Safety and Security                                   | 21        |
| 4.4 Medical   | 21        |
| 4.5 Wellbeing Education                                   | 20        |
| 4.6 Wellbeing Curriculum                                  | 23        |
| 4.7 Counselling and Guidance                              | 23        |
| 4.8 Attendance, Absence and Registration                  | 24        |
| 4.9 Behaviour for Learning                                | 27        |
| 4.10 School Uniform and Appearance                        | 32        |
| 4.11 Lunch  | 37        |
| 4.12 Water and hydration                                  | 37        |
| 4.13 Student Transport                                    | 37        |
| 4.14 Lockers  | 37        |
| 4.15 Lost and Found                                       | 38        |
| 4.16 Boarding   | 38        |
| <b>5. Igniting Passion</b>                                | <b>39</b> |
| 5.1 House Team Competitions                               | 39        |
| 5.2 Student Voice and Student Leadership                  | 40        |
| 5.3 The Activities Programme                              | 41        |
| 5.4 Sports Academies                                      | 41        |
| 5.5 The Arts  | 44        |
| 5.6 Residential Experience                                | 45        |

# INTRODUCTION AND CONTACT INFORMATION



**Neil Crossland**  
Principal - Secondary School  
[ncrossland@bisphuket.ac.th](mailto:ncrossland@bisphuket.ac.th)

Welcome to the start of a new academic year at the British International School Phuket, and in particular to our new students and families who begin their educational adventure at our wonderful school. This Handbook provides an insight into school policies and procedures that underpin our educational provision in the Secondary School. Please also refer to our School Website for additional information and resources such as calendars and specific academic handbooks.

We truly believe that the Secondary School provides an excellent standard of education that reflects our holistic mission to - inspire learning, nurture wellbeing, and ignite passion. Students experience many magical moments that promote curiosity, generosity and wisdom.

The strength of our community is based on best relational practices. Please follow appropriate communication channels described in this document to ensure your learning journey is an open and transparent partnership between home and school. Our staff and Leadership Team - described below – will very much value the opportunity to connect with you.

We look forward to sharing your many moments of. Have a great year ahead.

## 1.1 Secondary Leadership Team

**Tim Pearson**  
Deputy Principal  
[tpearson@bisphuket.ac.th](mailto:tpearson@bisphuket.ac.th)

**Nigel Wheeler**  
Director of ICT  
[nwheeler@bisphuket.ac.th](mailto:nwheeler@bisphuket.ac.th)

**Adam Chapman**  
Athletics Director  
[achapman@bisphuket.ac.th](mailto:achapman@bisphuket.ac.th)

**Sam Cockerill**  
Head of Middle School  
[scockerill@bisphuket.ac.th](mailto:scockerill@bisphuket.ac.th)

**Lee Phillips**  
Head of Senior School  
(IGCSE Coordinator)  
[lphillips@bisphuket.ac.th](mailto:lphillips@bisphuket.ac.th)

**Tim Pearson**  
Head of Senior School  
(IBDP Coordinator)  
[jperkins@bisphuket.ac.th](mailto:jperkins@bisphuket.ac.th)

## 1.2 Useful contacts:

### Secondary Office Secretary

Saweenat (June) Wuthiwongseri  
and Prapaipan (Anne) Aeinwikul  
Tel: 076 33 5555 ext.1203  
[secondary@bisphuket.ac.th](mailto:secondary@bisphuket.ac.th)

### IT

[helpdesk@bisphuket.ac.th](mailto:helpdesk@bisphuket.ac.th)

### Administration

[secondary@bisphuket.ac.th](mailto:secondary@bisphuket.ac.th)

### Who to contact when you don't now who to contact

[secondary@bisphuket.ac.th](mailto:secondary@bisphuket.ac.th)

### Extended Curriculum Coordinator

David Berman  
[dberman@bisphuket.ac.th](mailto:dberman@bisphuket.ac.th)

### Counselling Team

Amber Godfrey (Personal)  
[agodfrey@bisphuket.ac.th](mailto:agodfrey@bisphuket.ac.th)

UniversityCounselling  
[universityadvising@bisphuket.ac.th](mailto:universityadvising@bisphuket.ac.th)

School Nurse  
Nurse Changward (Head Nurse)  
[chitchanokc@bisphuket.ac.th](mailto:chitchanokc@bisphuket.ac.th)

## 1.3 Lines of communication

As far as possible please follow the chain of communication below:

**Pastoral Issues** - Welfare, behaviour, attendance, general progress, general enquiries.

*Tutor > Head of Middle/Upper/Senior School > Deputy Principal > Principal*

**Academic Issues** - Progress, attainment, homework, examinations, subject enquiries.

*Teacher > Head of Department > Head of Middle/Upper/Senior School > Deputy Principal > Principal*

**Enrichment Issues** - Activities, sport or enrichment enquiries.

*Activities Leader and/or Tutor > Extended Curriculum Coordinator and or Athletic Director > Principal*

**General Issues from the parent body**

*Parent Rep > Head of Middle/Upper/Senior School > outcome communicated back to Parent Rep*

## 1.4 Communication with you

The Secondary School uses a wide array of ways to provide the community with information concerning learning. The main ways we communicate are:

### Essential Information

### Optional Information



For a detailed explanation of each communication channel, please [click this link](#).

## 1.5 Secondary Parent Year Group Representatives

The purpose and function of the Parent Representative group is to provide a consultative forum of parent representatives who work in partnership with the school to support its' strategic development

Function of Parent Representatives:

- To meet with their respective cohort lead to be informed of school developments, and address any general issues which may have been identified by the wider parent/guardian body.
- Act as a 'sounding board' for policy and procedure developments in matters pertaining to student issues, by invitation of senior staff.
- Actively participate in generating support from the parent body in relation to school events/activities.
- Assist the school in communicating information to parents/guardians, and build a supportive network within the cohort.
- Organise social activities for parents/guardians in their cohort (optional)

A list of Parent Representatives is published at the start of the academic year.



# MISSION, VISION AND VALUES



# INSPIRING LEARNING

## 3.1 The School Day

| Monday                      | Tuesday                     | Wednesday                   | Thursday                    | Friday                      |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| 07:45-08:05<br>Registration | 07:45-08:05<br>Registration | 07:45-08:05<br>Registration | 07:45-08:05<br>Registration | 07:45-08:05<br>Registration |
| 08:05-09:05<br>Period 1     | 08:05-09:05<br>Period 1     | 08:05-09:05<br>Period 1     | 08:05-09:05<br>Period 1     | 08:05-09:05<br>Period 1     |
| 09:10-10:10<br>Period 2     | 09:10-10:10<br>Period 2     | 09:10-10:10<br>Period 2     | 09:10-10:10<br>Period 2     | 09:10-10:10<br>Period 2     |
| 10:10-10:40<br>Break        | 10:10-10:40<br>Break        | 10:10-10:40<br>Break        | 10:10-10:40<br>Break        | 10:10-10:40<br>Break        |
| 10:40-11:40<br>Period 3     | 10:40-11:40<br>Period 3     | 10:40-11:40<br>Period 3     | 10:40-11:40<br>Period 3     | 10:40-11:40<br>Period 3     |
| 11:45-12:45<br>Period 4     | 11:45-12:45<br>Period 4     | 11:45-12:45<br>Period 4     |                             |                             |
|                             |                             |                             |                             |                             |
|                             |                             |                             |                             |                             |
|                             |                             |                             |                             |                             |
|                             |                             |                             |                             |                             |



**Competencies (what we want students to develop)**

- Communication
- Collaboration
- Creativity
- Critical thinking

Please see the website, [www.bisphuket.ac.th](http://www.bisphuket.ac.th) for electronic copies of curriculum handbooks

**Years 7-9 (Middle School curriculum)**

Years 7-9 cover the transition from the Primary School and prepares students for the independent study required for IGCSE and IBDP. The content of the National Curriculum of England is modified to take into account our position in South East Asia. It is inquiry based with an emphasis on developing basic skills and concepts and building a firm foundation for the IGCSE and IBDP years.

**Years 10-11 (Upper School curriculum)**

In Years 10 and 11 the curriculum follows IGCSE courses. These are two-year courses leading to externally set, marked and certificated examinations from the Cambridge Assessment International Education (CAIE). Any student who takes an IGCSE subject will be gaining a qualification that is recognised globally.

**Years 12-13 (Senior School curriculum)****i) International Baccalaureate Diploma Program (IBDP)**

The IBDP is recognized throughout the world and is designed specifically for international students, providing a broad and balanced programme of study. Students take 6 subjects: 3 Higher level (HL) and 3 Standard Level (SL). They also study Theory of Knowledge (TOK), complete a 4000 word Extended Essay and complete a CAS (Creativity, Activity, Service) programme.

**ii) IB Courses**

For IB Courses, a more tailored approach is possible, with fewer subjects chosen so as to most appropriately fit and challenge the individual student.

**iii) BTEC**

The provision of BTEC Sport provides the opportunity for some of our students to follow a more specialist programme of education leading to University placement or employment in a related field. The BTEC programme is a two year, full-time study programme and is modular, meaning students are continuously assessed rather than completion of terminal exams.

**iii) BISP High School Diploma**

The BISP High School Diploma is awarded in recognition of a student's satisfactory completion of the courses undertaken in Years 10 - 13 (final four academic years). All students who achieve the minimum credit requirements will be awarded a High School Diploma in addition to IGCSE and IB

### 3.3 A BISP Learner

A student at BISP is encouraged to think and learn in the following ways:



### 3.4 Google Classroom

All classes have Google Classroom set up to communicate with students. Parents are invited to join Google Classroom in order to receive notifications about assignments and deadlines. Google classroom is the main platform from which learning is facilitated.

### 3.5 Online Learning

Online Learning is used to facilitate learning remotely using digital communication, and may be provided due to an extended school closure, e.g. due to pandemic; pollution; political unrest etc. In exceptional circumstances Online Learning may also be provided when the Secondary Principal or Headmaster, authorise support to an individual or group of students who are legitimately unable to attend lessons in school e.g. through long term illness; authorised sports tours and commitments etc. (see attendance section)

Students can expect:

- A scheduled timetable of lessons which reflect the academic rigour of our curriculum but with contextual flexibility and realism;
- Depending on timezone and context, a blend of synchronous learning (happening at the same time) and/or asynchronous learning (happening at any time) in classes, groups or through individual connections;
- A proportionate blend of online learning activities;
- Regular and informed feedback relating to progress;
- Tutoring and/or coaching;
- Wellbeing support and guidance, with a focus on connectedness and attachment to the BISP community.

Parents can expect:

- A programme that matches school-based provision;
- Timely feedback from teachers, Tutors, and Senior Staff;
- IT support and guidance;
- Support to facilitate transition back to school.

Hybrid learning is facilitated by teachers who combine face to face learning in the classroom with Online Learning by accommodating one or more students who are unable to attend class in person - a blend of synchronous and asynchronous learning tasks.

### 3.6 Textbooks/ Equipment

The School purchases equipment and textbooks mostly from overseas (UK and Australia) and loans them to students for their studies in their respective years. There is a textbook loan system and all textbooks have been bar-coded. At the beginning of each academic year, students are requested to use their ID card numbers to borrow textbooks. When students borrow textbooks, officers in the Resource Centre, or teachers in the concerned departments keep records of students' loans. Students are responsible for items and should return them at the end of the year or at the end of the IGCSE or IBDP course.

### 3.7 Homework

Homework is an important feature of learning at BISP.

Homework cannot really be measured solely by the time required for its completion since different students will spend different amounts of time to complete the same assignments. Factors such as individual student aptitude, their abilities to focus upon the task at hand, the speed at which they read and/or work, their organisational skills, their compulsion for neatness, and a myriad of other factors all add to the complexity of recommending homework guideline times.

All students in years 7-11 will work to a published homework schedule, which indicates the day on which homework may be set. The homework schedule for Years 7-9 is intended to provide a structured framework that will support students in their development of well-organised work and study habits. The homework schedule for the Y10-11 is intended to prevent overload and ensure a fair spread across all the relevant subjects. However, some teachers may wish to use more than a single homework "slot" for longer-term assignments and so students must be careful not to leave these until the "last minute" and so overload themselves.

Students in Years 12 and 13 do not follow a published schedule for homework. A minimum recommendation of 2 hours is given to students, who as fully developed independent learners, are expected to manage their own time effectively and efficiently, balancing their own personal deadlines and workload in order to meet the needs of each of their classes. Independent study done at home should supplement the independent study they do in school during the times that have been allocated for private study.

Year 7 to 11 students will receive a homework timetable at the start of the academic year.

For all students, the Student Planner is a very important tool for recording and monitoring homework and notes. Students should have the Planner with them at school and at home each day.

### Weekly Homework Allocation Guidelines

Students in Years 7-11 will be given a Homework timetable/schedule – Please note that homework should include review activities.

| Grade | Recommended Time Allocation   |
|-------|---|
| 7     | <p>Maths, English, Science, Thai A, Modern Languages, Geography, History :1 per week approx 30 mins and timetabled/published</p> <p>Geography and History - 1 per week approx 30 mins (these alternate) and timetabled/published</p> <p>Art, Music, PE, DT, Drama, Computing - as required up to 30 mins and not timetabled or published</p>  |
| 8     | <p>Maths, English, Science, Thai A, Modern Languages, Geography, History :1 per week approx 30 mins and timetabled/published</p> <p>Geography and History - 1 per week approx 30 mins (these alternate) and timetabled/published</p> <p>Art, Music, PE, DT, Drama, Computing - as required up to 30 mins and not timetabled or published</p>  |
| 9     | <p>Maths, English, Science, Thai A, Modern Languages: 1 or 2 per week approx 60 mins in total and timetabled/published</p> <p>Geography and History - 1 per week approx 30 mins (these alternate) and timetabled/published</p> <p>*Please note that Geography and History Groups (a,b,c,d) are NOT Tutor Groups*</p> <p>Art, Music, PE, DT, Drama, Computing - as required up to 30 mins and not timetabled or published.</p> |
| 10    | 1.5 hours per IGCSE subject per week including review time and timetabled /published  |
| 11    | 1.5 hours per IGCSE subject per week including review time and timetabled /published  |
| 12    | 2 hours per Higher and Standard subject, + TOK & EE per week (not timetabled/published)   |
| 13    | 2 hours per Higher and Standard subject, + TOK & EE per week (not timetabled/published)   |

## 3.8 Types of Assessment

The assessment of learning is a vital part of teaching as it offers feedback as to how much progress our students are making - this allows teaching and learning to be adjusted or adapted. All too often students demonise the word 'assessment' or 'test' associating it with high stakes and high pressure performance which can negatively impact progress. Please see below the terminology we use in relation to the various assessments we naturally organise as part of the learning process.

|                                   |  |
|-----------------------------------|--|
| <b>Written Assessment</b>         | In class assessment which will be a presentation/conversation set up by the teacher individually or in groups which contributes to the final examination or report grade. This is something students are made aware of and how much it is 'worth'  |
| <b>Oral Assessment</b>            | In class assessment which will be a presentation/conversation set up by the teacher individually or in groups which contributes to the final examination or report grade. This is something students are made aware of and how much it is 'worth'  |
| <b>Quiz</b>                       | In class quiz which provides the teacher with key information regarding progress or learning. The result does not contribute to the overall report grade specifically but informs future teaching. These are given at teachers' discretion and can be advised in advance or used in class to assess understanding.         |
| <b>Test</b>                       | In class test of 30 minutes or longer which provides the teacher with key information regarding progress or learning. The result does not contribute to the overall report grade specifically but informs future teaching and it is expected that students will have had time to revise or prepare                         |
| <b>Presentation</b>               | Presentation in class or videos which students produce. The result does not contribute to the overall report grade specifically but informs future teaching and it is expected that students will have had time to revise or prepare   |
| <b>Project Checkpoint</b>         | <p>This is a submission deadline for a section of a longer project based piece of work.</p> <p>Non completion will result in sanctions being put in place for completion</p>   |
| <b>Project Deadline</b>           | This is an end-of-project submission deadline for project based work after which school assessment procedure applies with regards missed deadlines for Internal Assessment. It will have been shared in advance with students and applies to longer term projects the results of which contribute to a final report grade. |
| <b>Coursework: Draft Deadline</b> | Tasks required by the examination board which students must complete as part of their iGCSE. Non completion on the deadline date will result in assessment procedures for External Assessment.   |
| <b>Coursework: Final Deadline</b> | Tasks required by the examination board which students must complete as part of their iGCSE. Non completion on the deadline date will result in assessment procedures for External Assessment.   |
| <b>IA: Draft Deadline</b>         | Internal Assessments which are required by the examination board which students must complete as part of their IB. Non completion on the deadline date   |
|                                   |  |
|                                   |  |
|                                   |  |

### 3.9 Reporting to parents

Report Types:

#### 1. Progress Report

These reports are one page with grades for Attainment, Effort and Homework

#### 2. Full Report

Full reports consist of subreports with comment and grades for Attainment, Effort and Homework and a Tutor report with comment, activities and attendance

#### 3. Exit Report

Issued as End of year reports to Year 11 & 13. The content and grades included varies between Key Stages and at a minimum include Attainment Grades

#### 4. Mock Report

Issued to Year 11 and Year 13 as soon as possible after they complete Mock examinations. Mock reports only contain Attainment grades based on the work produced in the Mock examinations.

#### 5. Transcripts

Are a one page summary of up to 4 years report grades and are available on request to assist with applications to universities or other schools. Requests are made to the University Counsellors or Secondary office.

#### Reports publication schedule 2023-24

Reports and grade sheets are available on the [Parent Portal](#)

| Type of report             | Publish  |
|----------------------------|----------|
| October Progress 11 & 13   | October  |
| November Progress 7-10, 12 | November |
| Mid Year Reports 13        | December |
| Mock Report Year 11        | December |
| Mid Year Reports 7 - 9     | January  |
| Mid Year Reports 10 & 12   | January  |
| Mid Year Reports 11        | January  |
| Mock Report Year 13        | February |
| Exit Reports Years 11 & 13 | April    |
| April Progress Reports     | April    |
| End of Year Reports        | June     |

### 3.10 Learning Conferences

Term One and Term Two.

Dates for the above conferences are noted on the school calendar. An email invitation with instructions on how to book Learning Conferences is distributed shortly before each set of conferences.

### **Informal Conferences**

Parents are encouraged to contact Form Tutors in the first instance and schedule meetings when they have any concern regarding their child's progress. Teachers may also initiate parent meetings whenever they see serious problems developing in a student's attitude, work habit, or work products. Problems should not be left until the next scheduled parent conference to be resolved.

## **3.11 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:

- Verbal praise.
- Commendations.
- Referral to Tutor / Member of the Secondary Leadership Team / Head of Faculty / Principal.
- Parent contact.
- Subject board displays.

Commendations encourage and applaud students for the work they are doing as well as other aspects we feel should be recognised. Tracking of the commendations takes place so that students are rewarded and recognised by Heads of Section, Deputy and Principal as their commendations accrue.

Prizes are given to recognize achievements throughout the year and at the 'Celebration of Achievement Ceremony' in Term 3.

## **3.12 Academic Intervention Steps**

We want everyone to approach supporting students positively with extra help. Students should see intervention as a means of extra assistance, whether it is directly with the teacher or in a supervised situation in the Study Room. However, when a student does not submit homework or an assignment or the submitted homework and/or assignment does not reach a minimum standard, then appropriate intervention facilitated by staff will require students to ensure the work meets a minimum standard. Our aim is to always assist students to maintain a high level of academic achievement.

## **3.12 Academic Honesty**

We believe that instruction in academic honesty is a fundamental part of each student's education. As an IB school we encourage all students to act in a responsible, ethical and honest manner towards



## Responsibilities of parents:

- Parents should encourage their children to try to do their homework on their own and write in their own words.
- Any help given by parents should be clearly stated in writing on the work itself.
- If a parent knows or suspects that their child has been academically dishonest he/she should inform the school.

## Responsibilities of students:

- Students are not expected to know and create everything themselves. They should always try to do their work on their own, but if any help is given it should be acknowledged in writing in the final work.
- Students should ensure that they know how to cite (reference) sources and how to create a bibliography.
- Students should not give their work to another student for any reason even if they are friends unless done under the direction of a teacher.
- Students should not wait until the last minute to work on an assignment.
- When in doubt about any aspect of academic honesty, students should ask their teacher or librarian.

## Academic Honesty and Artificial Intelligence

Our guidance is as follows:



### USING ARTIFICIAL INTELLIGENCE (AI) AT BISP

Is it time for you to consider and MEASURE your use of AI?

- 1 MODELLING**  
How am I positively modelling good use of AI for others?
- 2 EXPECTATIONS**  
Is my use of AI in line with my teacher's expectations?
- 3 AUTHENTIC**  
Does my use of AI represent what I genuinely think and know?
- 4 SUPPORT**  
Does my use of AI support rather than replace my learning?
- 5 UNDERSTAND**  
Do I understand how to use AI appropriately, and with honesty and integrity?
- 6 RESPECT**  
Does my use of AI respect the process of learning?
- 7 ETHICS**  
As a principled learner, is my use of AI ethical?

**A specific note regarding Academic Honesty and use of AI**

- Students should embrace AI but self-regulate appropriate use according to the "MEASURE" above.
- Students must NOT use AI to generate anything that they present (for assessment) as their own work.
- Students must NOT use AI in any way that could be construed as academic misconduct or gives them an unfair advantage.
- Students must include citations for all use of AI made in an assessed piece of work.



### 3.14 Learning Centre (Library)

Our Secondary Library is located on the second floor and is conveniently accessible to all students, teachers and parents. Its comfortable seating, quiet study spaces, and little amphitheatre make it the ideal location to read, complete homework, attend presentations, and do some research.

Our aim is to promote a lifelong enjoyment of reading for all students, and as such we are always happy to share newly available titles. Posters and recommended reading lists are available in the library to give students reading suggestions. The librarian is always happy to recommend some books to all year groups.

#### **Opening times and staffing:**

The Library is open Monday to Thursday from 7.30am to 5.00pm, and on Fridays from 7.30am to 3.30pm. The Library is manned by the Secondary Librarian, and two library assistants.

#### **Resources:**

The library houses a collection of approximately 10,000 books and provides digital access to thousands of magazines and newspapers as well as research databases such as JSTOR and Britannica School.

The books are divided into various sections: Non-Fiction, Graphic Novels, EAL Books, Key Stage 3+, Key Stage 4+ and Key Stage 5+ Fiction as well as various languages. The Non-Fiction collection is arranged following the Dewey Decimal Classification system, and the fiction areas are arranged by alphabetical order by authors' surnames.

#### **Library Catalogue:**

Our Library is entirely searchable through an online Library Catalogue called Oliver, available online at any time, or by using the two library computers. Students may search with keywords, authors' names, titles or subject terms.

<https://bisphuket.concordinfiniti.com/library/public/portal>

#### **Borrowing Rules:**

All students may come and borrow books from the library. Students are also able to reserve books that are currently out on loan by asking one of the Library Assistants at the front desk. All books may also be renewed at any time.

Students are responsible for taking good care of the books and returning them on time. Books that are damaged beyond repair, or not returned, will be invoiced.

Our Library Library Loans Policy (BISP) is displayed at the front desk, and the borrowing rules are as follows:

|                        |                            |  |
|------------------------|----------------------------|--|
| Year 7, Year 8, Year 9 | 5<br>(For 3 weeks)         | 7  |
| Year 10, Year 11       | 6<br>(For 3 weeks)         | 8  |
| Year 12, Year 13       | 10<br>(For 3 weeks)        | 8  |
| All staff              | Unlimited<br>(For 3 weeks) | Unlimited<br>(but all books MUST be returned at the end of each academic year) |
| Parents                | 7<br>(For 3 weeks)         | 10   |

### 3.15 Learning Support

The focus of the Learning Support Department is to monitor students who have a specific learning need in order to help them fulfil their maximum potential. The Learning Support team design and develop solutions for the student to use in collaboration with their teachers.

The Learning Support team aims to:

- Assess students to identify learning needs and areas of strength
- Gather and share information and strategies about students to support teachers in their delivery.
- Maintain records and operate systems to refer and review student progress.
- Offer in-class support to students and teachers.
- Provide sessions for students to build their skills and develop personally outside of the main classroom
- Provide a multi-agency graduated approach involving students, parents, teachers and outside agencies where appropriate
- Assist with preparation and taking exams

The Learning Support Department is interested in supporting the whole child; cognitively, socially, and emotionally, promoting a greater sense of general well being. We also advise teachers on how to best accommodate the learning needs and styles of children within their class.

### 3.16 English Language Acquisition (ELA)

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, and always include a formal risk assessment procedure.

### 3.18 University Counselling, Academic and Career Advising

The aim of the University Counselling Department at BISP is to help students increase their knowledge and understanding of how their current studies and grades relate to university courses and other post-secondary options and opportunities available to them after their graduation from high school. The approach of the University Counselling team is to guide, counsel, probe, recommend, refer, suggest, and inform, with consideration of a student's interest, family needs, post-BISP plans and teacher recommendations.

As a broadly non-selective international school, our approach to post-BISP planning is to:

- Support each student's individual needs.
- Prepare students to transition to a life after BISP which best fosters their intellectual and personal growth (a best fit model).
- Facilitate a student-centred approach, and encourage student agency where each individual is empowered to 'own' the post-BISP planning process and associated timelines/deadlines.
- Encourage students to be aspirational in the post-BISP planning process, but to be grounded confidently in reality.
- Communicate honestly and transparently with all stakeholders.

In relation to the academic counselling of students in Year 9, the counsellors work with staff to encourage students to:

- Choose a broad and balanced choice of IGCSE subjects.
- Choose subjects based on interest, enjoyment, the right level of challenge, and which are considerate of future learning/post-BISP plans.

In relation to the academic counselling of students in Year 11, the counsellors work with staff to encourage students to:

- Choose subjects or a pathway based on interest, enjoyment and best educational fit that is considerate of future education requirements.

# NURTURING WELLBEING

## 4.1 Child Protection and Safeguarding

The Child Protection Officer for Secondary is **Neil Crossland – Principal**

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.

It is our responsibility to:

1. Always act in the best interests of the children in our community.
2. Understand possible signs and indicators of vulnerability, abuse and neglect.
3. Know how to respond and communicate with children sensitively and professionally.

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 Wellbeing team). 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 for Secondary, (Neil Crossland - Principal). Again, all concerns are treated seriously and any actions taken by the school will be, wherever possible, in the spirit of support and cooperation, with the needs of the child being paramount.

Students have an anonymous method of reporting safeguarding concerns through the SOS (Support Our Students) icon found in Student Notices.



## 4.2 Emergency Procedures

Regular tests and drills reinforce our emergency procedures as follows:

|  |  |
|--|--|
| <p style="text-align: center;"><b>Siren-out</b></p> <p style="text-align: center;"></p> <p style="text-align: center;"><b>Fire Evacuation Procedure</b></p> <p style="text-align: center;">An Intermittent Electronic Sound</p> <ol style="list-style-type: none"> <li>Any person discovering a fire must:             <ul style="list-style-type: none"> <li>➤ Operate the nearest fire alarm.</li> <li>➤ Alert nearby staff.</li> </ul> </li> <li>When the alarm sounds, follow your teacher's or leadership team member's instructions.</li> <li>Do not stop to collect personal belongings.</li> <li>Walk in an orderly manner to the assembly point.</li> <li>If not in class go to the nearest assembly point.</li> <li>Remain at the assembly point until the "All-Clear" has been given.</li> </ol> | <p style="text-align: center;"><b>Bell-in</b></p> <p style="text-align: center;"></p> <p style="text-align: center;"><b>Lockdown Procedure</b></p> <p style="text-align: center;">A continuous ringing of the school bell with the voice command "Lockdown, Lockdown"</p> <ol style="list-style-type: none"> <li>If not in the classroom proceed to the nearest classroom.</li> <li>Close, lock and barricade the door.</li> <li>Move away from the door and windows. At all times stay quiet and calm.</li> <li>Only admit students and teachers to the classroom, identify them first through the window.</li> <li>If there is a clear and immediate danger move away from the danger.</li> <li>Do not leave the room until the "All-Clear" has been given.</li> </ol> <p style="text-align: center;">(The "All-Clear" is indicated by two long rings of the bell followed by voice command of "All-Clear, All-Clear". It will be repeated several times or a leadership or Safe team member will come to each classroom)</p> |
|--|--|

## 4.3 Safety and Security

During school hours, students must be collected from the Secondary 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 Primary School playground is out of bounds to Secondary students.

**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.**

## 4.4 Medical

### Nursing Cover

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, including dental and eyesight examinations. If there is any cause for concern regarding a student's health, a report is sent to the parent or guardian.

If a student has to be admitted to hospital, the school nurse will inform parents or guardians immediately.

### Medication

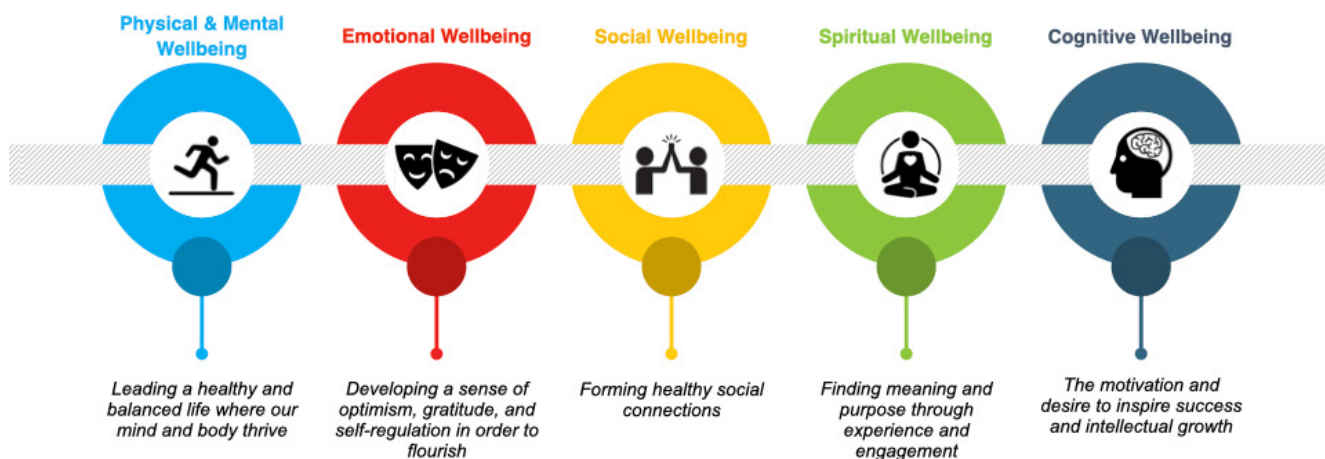
It is very important that parents inform the Head Nurse and Head of Middle, Upper or Senior School if your son/daughter is sent to school with any form of medication, and give precise details. Day students who need to take short-term medication during school hours may be individually responsible for this. However, students are encouraged to store their medication with the Head Nurse and have it dispensed by our nursing staff. Any long-term medication requirements must be administered by our nursing staff.

If a student is unwell during a lesson, the teacher can send him or her to the Secondary Office for a Nurse Pass, and the student will be given permission to attend the Secondary School Infirmary.

School Nurse: Nurse Changward (Head Nurse) - [chitchanokc@bisphuket.ac.th](mailto:chitchanokc@bisphuket.ac.th)

## 4.5 Wellbeing Education

Our core business is to ensure students are able to access the quality learning opportunities at our school on a daily basis in a safe and supportive environment. Student wellbeing is integral to student achievement in schools, and at BISP we consider the cognitive, social, emotional, spiritual and physical growth of students equally.



We have a range of Tutors, Counsellors and Coaches who work with students to develop self-confidence and self-efficacy, and guide individuals to adopt a range of strategies to support personal and academic growth e.g. mindfulness based activities; mind-management techniques etc.

Specifically our coaches work alongside students to provide a level of intervention to meet their learning or behavioural needs as follows.



## 4.6 Wellbeing Curriculum

The Wellbeing curriculum is designed to complement our school values, and is an experiential programme to support personal growth and character development.

The Wellbeing Curriculum is built upon our 5 interconnected pillars - physical, emotional, social, cognitive, and spiritual wellbeing). Students are provided with opportunities to develop skills and understanding necessary to flourish, and lead a purposeful and balanced life.

Elements of the programme include topics related to positive psychology and personal and social development:

Formal Wellbeing Enrichment Days are planned and implemented each half term, where students can explore in more detail an aspect of wellbeing.

| Physical and Mental Wellbeing  | Emotional Wellbeing  | Social Wellbeing  | Spiritual Wellbeing  | Cognitive Wellbeing   |
|--|--|---|--|---|
| <ul style="list-style-type: none"> <li>Sexual health and relationships education</li> <li>Substance misuse</li> <li>Nutrition</li> <li>Sleep</li> <li>Mental Health</li> </ul> | <ul style="list-style-type: none"> <li>Gratitude</li> <li>Utilising character strengths (VIA)</li> <li>Self-regulation</li> <li>Self-image</li> <li>Self-esteem</li> </ul> | <ul style="list-style-type: none"> <li>Interpersonal connectedness</li> <li>Diversity and Discrimination</li> <li>Conflict resolution</li> <li>Personal safety</li> </ul> | <ul style="list-style-type: none"> <li>Mindfulness</li> <li>Meaning, purpose and direction</li> <li>Global citizenship</li> <li>Diversity and intercultural understanding</li> </ul> | <ul style="list-style-type: none"> <li>Coaching process</li> <li>Personal pathways</li> <li>Career education and guidance</li> <li>Student agency and leadership</li> <li>Goal setting</li> </ul> |

Our School Counsellors have an approach which prioritises:

1. Unconditional Positive Regard: unconditional positive regard is an important practice for a student centred Counsellor, and she accepts students for who they are, providing support and care no matter what they are going through.
2. Genuineness: a student centred Counsellor provides students with a safe model of good communication and shows the individual that it is okay to be vulnerable.
3. Empathetic Understanding: the school Counsellor extends empathy to the student, both to form a positive therapeutic relationship and to act as a sort of mirror, reflecting the student's thoughts and feelings back to them; this will allow the student to better understand themselves.

Disclosure to a school Counsellor is confidential unless there is '**significant or immediate risk of harm**' to anyone relating to the information shared.

We also employ a school psychologist (part-time) to support the work of the counselling and Learning Support teams.

## 4.8 Attendance, Absence and Registration

There is a shared responsibility within the school to encourage high levels of attendance and punctuality. Good attendance and punctuality reinforce the values of the school and reflect the virtues of responsibility, self-discipline and belonging. There is a direct correlation between attendance and attainment, and students are encouraged to recognise their responsibility in committing to attend each lesson on time each day, in order to make appropriate progress. At BISP students have 181 school days each year and we encourage 100% attendance so students can maximise their academic progress. 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.

### Absence

Absence from school is categorised as either **authorised** or **unauthorised**. Authorised absence is where the school has either given approval in advance for a student to be out of school, or has accepted an explanation offered afterwards as a satisfactory justification for absence. **All other absence is treated as unauthorised.**

Parents should avoid withdrawing their child from school during term time. The school will not authorise any term time planned absences unless there are exceptional mitigating circumstances, of if

Requests for permission for student absence/leave should be made, at least two weeks in advance by e-mail to the Section Head or Deputy Principal.

### Registration

Registration provides a lesson by lesson record of the attendance and punctuality of all students. Attendance and punctuality is an indicator of welfare. Registration also provides a formal, consistent start to each lesson during which students can focus and prepare to learn.

Registration is completed by the Tutor at the beginning of the school day and by the subject teacher at the start of each lesson. Registers are taken during the first 5 minutes of the lesson.

### Lateness to School

- Late students sign in on arrival at the Secondary Office.
- Tutors are to mark students late to morning registration if they arrive after the registration opens without a note from parents/guardians.
- Students must report to the Main Secondary Office to sign in after the AM registration is closed so that their late mark can be processed.
- If a student is late to Registration two or more times in a week then the Head of School will be notified by the Tutor, and will take appropriate action/intervention.
- Tutors will contact parents if patterns of lateness to morning registration develop.

### Truancy

Truancy is any action taken by a student to deliberately avoid school or lessons without good reason. Truancy can happen off site or within the school environment. The Head of Section will decide upon an appropriate sanction/intervention will usually include: Parental discussion; Additional Reflection time; internal exclusion (to make up time lost); Attendance Report Card.

### Online Learning authorised for individual students.

When the school is in session and access to the campus is unrestricted, the expectation is that students will attend school in person. In these circumstances a level of Online Learning can only be facilitated at the Principal's discretion and in response to legitimate and **authorised absence** as follows:

1. BISP educational visits; sports tours; or field trips; or educational courses endorsed by the school (3 day absence minimum);
2. Sustained absence due to ill health (3 day absence minimum - medical certificate required);
3. Absence of 3 days or more for exceptional circumstances as agreed by the Principal eg close family

**Catching Up Missed Work/Assessment**

Regardless of the reason for an absence, students are expected to make up missed work. The responsibility of contacting the teachers, getting assignments from Google classroom, completing and submitting the work to the teacher rests with the student.

All assessment pieces for each Secondary course should be completed by students within an acceptable time frame. If a student is absent on the day of a summative assessment(s), it (they) will be expected to be completed within approximately 2 days of the student returning to school.

Unless there are exceptional circumstances or online provision that is agreed by the school, students who miss formal internal examinations (e.g. End of Year Examinations) will not be able to make them up outside the published examination schedule. They may also be allocated a No Grade (NG) level on their End of Year Report.

**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 bond cannot be repaid without its completion in a timely manner (a full terms notice)

## 4.9 Behaviour for Learning

The excellent behaviour and attitude demonstrated by students at the British International School Phuket is an outcome of the positive culture and ethos that we create. Through our guidance, interventions and teaching we encourage students to behave in a way that develops an understanding of themselves and others, and builds a desire to learn.

In any organisation relationships are often tested, and at worst break down. Our Behaviour for Learning approach is 'restorative', seeking to empower individuals and communities; safeguard student interests; and restore social capital. This encourages students to take responsibility for their personal actions and behaviour.

Behaviour for Learning at BISP is:

- Positive – where expectations are emphasised;
- Values-driven, where the process and method in resolving an issue is equally important as the sanction or consequence;
- Restorative rather than punitive, focusing on positive relationships between students, and other members of our school community;
- Relevant to students at all stages of their education and adapted to age or social maturity.

### Actions and Consequences

All actions (positive and negative) have consequences, and at BISP we strive to be consistent in the way in which our responses are applied. Incidents of negative or misbehaviour are resolved rationally and proportionately, and the process and method in resolving an issue is equally important as the sanction or consequence.

Our emphasis is on personal responsibility for the student's own learning, personal organisation and behaviour. We encourage all students to demonstrate School values and attitudes towards learning. Consequences may be immediate or deferred but the emphasis is on certainty rather than severity of response. Consequences are graduated according to the severity of behaviour, but can include after-school reflection (detention); restorative conference; internal exclusion; external exclusion (temporary or permanent).

Incidents which could lead to exclusion from school include:

- Violence, whether expressed in actions or threats, towards other people on the premises;
- Actions or words to a member of staff, or in the presence/hearing of a member of staff, which are judged to have the effect of seriously undermining their authority;
- Inappropriate use of social media which may cause offence/harm to others;
-

**Student Code of Conduct**

All students are expected to know and understand their responsibilities as follows:

**Head/Ear phones and Mobile Telephones**

The use of electronic devices, and other personal listening devices are not permitted during school hours without direct permission of the teacher in-charge. Within some classes, exceptions may be made, however in line with the latest research, students should not be listening to music via headphones connected to laptops or phones.

These are not to be worn in corridors/classrooms or during fire-drills/evacuations.

Students are permitted to bring mobile phones to school but are responsible for their safekeeping but remember On Site - Out of Sight!. They must be switched off during class times and should not be used from 7.30am to 2.40pm or in any area designated a mobile/computer-free zone. Generally the phones should be kept in lockers during the school day. Infringement of these rules will lead to temporary confiscation.

**Smoking and Vaping**

The School is a Non-Smoking Campus. Any students using or bringing tobacco/vape onto the campus or on a school-organised event will be withdrawn from classes, pending further action.

**Alcohol**

The use or possession, buying or selling, or giving of alcoholic beverages by any student of the School on the campus or during school-organised activities is prohibited and will result in withdrawal from classes, pending further action. A student who is determined to be under the influence of alcohol whilst on campus or during a school-organised event, will be withdrawn from classes or the trip, pending an inquiry.

**Drug Abuse**

The unlawful use, possession of, buying or selling of, giving of or trafficking in narcotics, stimulants, barbiturates, suppressants, hallucinogenic drugs, marijuana or any other dangerous drug by any student of the School on the campus, or in its immediate environs, or during School Sponsored activities is prohibited. Please note Cannabis is illegal for school age students.

Any student who violates this policy will be withdrawn from classes immediately.

Please note that, in accordance with regulations set by the Thai Ministries of Health and Education, we have a policy of occasional urinalysis of Secondary students for illegal drugs. If any test proves positive, we will inform the parent or guardian immediately and a 1-3 day withdrawal from classes will then follow. On returning to the School the student will then be referred for counselling and further drug tests. Further drug abuse is likely to lead to a request to remove the student from school. The school reserves the right to drug test any student at any time.

**Food and drink**

Students are expected to eat a morning breaktime snack and lunch from the Refectory or purchased at BAKE. Food and drink should not be brought into school by secondary school age students.

Year 7 - 13 students are allowed in the coffee shop before school, at break-time, lunchtime and after activities.

Yr 12 and 13 students may be given additional privileges by the IB Coordinator.

Any abuse of these rights may lead to these privileges being removed.

### **Food Delivery**

In order to maintain a safe and structured environment within our school, students are not permitted to order food for delivery on the school premises during school hours. This policy ensures that students are fully engaged in their academic and co-curricular activities without unnecessary disruptions.

However, we understand that there may be exceptional circumstances where a student requires a food delivery. In such cases, students may request an exception to this policy by contacting the Secondary Office. Each request will be assessed on an individual basis, taking into consideration the specific circumstances and the impact on the student's well-being.

For our boarding students, the ordering of food after school hours should be coordinated through their respective Houseparents. Boarding students are expected to follow the directions provided by their Parents regarding food ordering and consumption.

By adhering to this policy, we aim to create a focused learning environment while ensuring the safety and well-being of all students. We appreciate your cooperation in maintaining a positive and productive atmosphere at our school.

If you have any questions or require further clarification, please feel free to contact the Secondary Office.

### **Conduct at Break Times**

All students should know the following rules for unstructured time on campus:

- Listen to adults and follow their instructions immediately.
- Students should show care and consideration for others at all times.
- Students should play games which are not a danger to themselves or others e.g. no play fighting, climbing on walls, playing on steps or road.
- School property should be used carefully and not be damaged and be returned at the end of break.
- Ball games should only take place in the designated areas.

### **Public Displays of Affection**

BISP is an international school which is home to students of many different cultures. It is important that students demonstrate an attitude and behaviour regarding interpersonal relationships that is acceptable to people of various cultural and ethnic backgrounds. The school recognises that genuine feelings of affection may exist between students; however, public displays of such affection on campus



### **Cycling and Scooters**

If students cycle to or from the School, they must wear a safety helmet and a reflective outer garment, and have their bike equipped with lights for afternoon transport. They may not cycle within the school grounds.

Senior students may use a motorbike/scooter or car for travel to and from the school. This is a privilege for students in the IB cohort only. Parental permission and a copy of the relevant motor bike/car license must be submitted to and approved by the Secondary Principal.

Any student found to be abusing this privilege may have it removed for a period of time or on a permanent basis.

### Responsible Use of ICT at BISP

With a view to upholding the responsible use standards the school has the following expectations:

- 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 Line, WhatsApp, 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.

Anyone accessing the school network agrees to follow the Responsible Use of IT Standards.

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. Please note that the school may install software on students laptops that will allow teachers to monitor and control student computers during lessons.

### Responsible Use of IT Standards

|                    |  |
|--------------------|--|
| <b>Standard 1:</b> | Use should be in accordance with the school's philosophy and objectives.   |
| <b>Standard 2:</b> | In all respects behaviour both online and offline should be courteous, polite and not intended to cause offence to others. |
| <b>Standard 3:</b> | Use should not be detrimental to others, either by accident or intent.   |
| <b>Standard 4:</b> | The rights of others should be respected.  |
| <b>Standard 5:</b> |  |
|                    |  |
|                    |  |
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|                    |  |
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## 4.10 School Uniform and Appearance

### Why do we have a School Uniform?

At BISP we believe that wearing school uniform (students) and professional dress (staff) promotes:

- A sense of belonging to our school
- A distinct identity for BISP in the local community
- A sense of equality (being equal) and equity (fairness) for students in our school
- Confidence in appearance and personal standards of dress
- A reduction in peer pressure to compete with clothing trends, or marginalisation for how we look.

We recognise that some students seek to express their character through appearance, however they must do this within the context of school uniform regulations. We prefer students to radiate confidence, individuality and positive expression through character rather than clothing.



- BISP Blue Shirt (white shirt formal dress)
- BISP Tie (formal dress only)
- BISP Beige Shorts
- BISP Dark Blue Skirt
- Black Tailored Trousers (tailored – not denim, tight fitting or  $\frac{3}{4}$  length)
- BISP Sweater
- BISP Zipped Hoody
- BISP Hoody
- Black Shoes (completely black)
- Socks (black; grey; white)

### Years 12-13

- BISP White Shirt
- BISP Tie (formal dress only)
- BISP Tartan Skirt (length just above the knee)
- Black Trousers (tailored – not denim, tight fitting or  $\frac{3}{4}$  length)
- BISP Sweater
- BISP Zipped Hoody
- BISP Hoody
- Black Shoes (completely black)
- Socks (black; grey; white)



### Sports Kit for Years 7-13



- BISP Sports Shirt
- BISP Sports Shorts
- BISP House T-Shirt
- Training Shoes







### Uniform regulations

By definition, school uniform regulations require students to self regulate their appearance according to the school's stipulations. Students who request special exemption on religious grounds should request permission from the Principal. We expect students to wear school uniform with responsibility and pride, however staff will intervene if students intentionally contravene the regulations below:

| Uniform Regulation   | Why?  |
|--|---|
| <b>Footwear</b><br>Must be closed toe, have a back and laces tied, Velcro straps or be a slip on. Elevated Heels, flip-flops, canvas shoes, or training shoes.<br><br>Footwear must be <b>completely black</b> and not have decorative features. | Standards of professional dress   |
| <b>Skirts and shorts</b><br>Should be worn <u>modestly</u> above the knee. Skirts should not be 'customised' to reduce length.   | To model appropriateness and respectability.  |
| <b>Trousers</b><br>Must be straight legged (full length only, as 3/4 pants are not acceptable) and coloured black. Denim or tight fitting trousers are unacceptable.   | Appropriate to facilitate active lifestyle and remain neutral with regards to fashionable trends. |
| <b>All uniform</b><br>Must be BISP merchandise (unless exempt). Uniform must fit appropriately, not too loose or too tight.  | To promote uniformity of appearance.<br>Uniform is fit for purpose and fit for appearance.        |
| <b>Hygiene</b><br>Students should appear neat and presentable, and should be conscious of hygiene  |   |
|  |   |
|  |   |
|  |   |
|  |   |
|  |   |

|   |   |
|---|---|
| <b>Rings</b><br>One simple band ring on each hand is allowed.   | Professional standards                  |
| <b>Makeup and nail varnish</b><br>Any use of makeup should be minimal. Nail varnish should be discreet and not invite comment.  | Professional standards                  |
| <b>Tattoos</b><br>Visible tattoos are not permitted.  | Professional standards                  |
| <b>Headphones/Earphones</b><br>Headphones and/or earphones are a necessary item to enable effective learning at the discretion of the teacher. They should not be worn around school during social times or without permission. | Safety and to enable social interaction |
| <b>Mobile Phones</b><br>Not seen or heard without permission from a teacher between 7.45am until the end of school.   | Online safety and social interaction    |

### Summary of Uniform expectations

| <b>Rings</b><br>One simple band ring on each hand is allowed   |   |
|--|---|
| Appropriate/Allowed  | Not appropriate/not allowed   |
|   |  |
| <b>Piercings</b><br>Must be discreet and not invite comment. Large stones, large loops or hanging earrings are not allowed. The number of earrings should be conservative. Visible body piercings (including face piercings in tongue and nose) are not permitted. |   |
| Appropriate/Allowed  | Not appropriate/not allowed   |
|   |   |

**Necklace and Bracelets**

One discreet, plain necklace and one bracelet on each wrist is allowed

**Appropriate/Allowed****Not appropriate/not allowed****Hair**

Hair should be of natural colour(s) and be styled moderately.  
Long hair must be worn neatly off the face. Students should be clean-shaven on all occasions.

**Appropriate/Allowed****Not appropriate/not allowed****Trousers**

Must be straight legged (full length only, as 3/4 pants are not acceptable) and coloured black.  
Denim, tight fitting or flared trousers are not permitted

**Appropriate/Allowed****Not appropriate/not allowed****Skirts and Shorts**

Should be worn modestly above the knee (just above).  
Skirts and shorts should not be 'customised' or 'rolled' to reduce length beyond the just above the knee rule.

**Appropriate/Allowed****Not appropriate/not allowed****Makeup and nail varnish**

Any use of makeup should be minimal. Nail varnish should be discreet and not invite comment.

**Appropriate/Allowed****Not appropriate/not allowed**

**Footwear**

Must be closed toe, have a back, laces tied, velcro straps or be a slip on. Must not be elevated heels, flip-flops, or canvas shoes. Footwear must be **completely black** and not have decorative features. Socks should be grey, white or black.

**Appropriate/Allowed**



**Not appropriate/not allowed**



**BISP Branded Clothing**

PE Kit, Team Kit, Jumpers, Hoodies, Shirts etc MUST be BISP branded clothing and worn correctly and modestly

**Appropriate/Allowed**



**Not appropriate/not allowed**





## 4.11 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.

## 4.12 Water and hydration

**All students should bring a water bottle to school.** There are water dispensers on every floor of the MTB and throughout the school. Note: For IGCSE and IBDP examinations, restrictions and rules apply for the use of water bottles during actual examinations.

Students in the Secondary School are expected to self-regulate with regards to sun protection ie - wear a hat outside; sun cream; shade time etc. For further support with this please contact the Secondary School Office.

## 4.13 Student Transport

Parents and students are expected to be aware of the Thai laws with regard to students transporting themselves to school. The information below is a guide but should be checked as laws and rules do change.

**Motorcycles** - The legal age for riding a motorcycle up to 110 cc is 15; 18 is the legal age for riding a motorcycle over 110cc. The driver must have their driving licence with them at all times. All riders must wear a helmet, when they are driving or a passenger.

**Cars** - The legal age for driving cars is 18. The driver must have their driving licence with them at all times.

**Bicycles** - All riders should wear appropriate helmet protection.

Any students wishing to drive to school and park their car or motorbike on school premises should see the Principal and provide their original licence.

**We respectfully ask all drivers on campus to drive safely and slowly.**

## 4.14 Lockers

All secondary students are allocated a locker at the start of the school year, or when they first arrive in the school. Students should not change lockers without informing their tutor. Lockers are provided for the temporary safe and secure storage of books and other items during the school day. School issued materials that are no longer being used should be returned to the Resource Centre and not left in the locker or classroom until the end of the year.

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.

Students should use their locker at all times and not leave items on the floor at Security or in the PE changing rooms.

**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.**

## 4.15 Lost and Found

If a student loses anything in the boarding house they should tell their house parents immediately, and the houseparent will investigate.

If a student loses anything in the school they should tell their tutor, and go to the Security Desk on the ground floor in the MTB or ask at the Secondary office. If a student finds anything in the school they should hand it in to Security or to the secondary office.

Students are advised not to bring valuable possessions into the school unless they are fully insured against loss or damage. Generally they should not bring valuable items 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 – instead they should use the ‘safe deposit’ facility on the ground floor in the MTB.

## 4.16 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.

Head of Boarding: Ms Magali Margo - ([mmargo@bisphuket.ac.th](mailto:mmargo@bisphuket.ac.th))

# IGNITING PASSION

## 5.1 House Team Competitions

On entering the school all the students and staff are divided up into 4 House teams – Red Tigers, Yellow Leopards, Blue Sharks and Green Cobras. The students will stay with their House for their entire time at BISP. The teams are across the ages from Reception to Year 13. This helps to foster good relationships between students of different ages, students from different classes, day and boarding students and, perhaps most importantly, between students and teachers. The Student leadership team are key in planning, organising and facilitating activities across the year, with two House Captains taking charge of the 4 vertical House groups.

House events, huddles, competitions, and activities are scheduled across the year which reflect student passion and interest and give opportunities for students to mix vertically across, year-groups key-stages and even across Secondary and Primary schools. The House system organisation is motivated by the '7 C's' which are: Celebration, Collaboration, Competition, Community, Creativity, Culture and Compassion.

House activities and, relationships are forged through participation in Art (eg The Great House Art Project), Music (eg The Xmas Carol Sing-off), Sport (eg Swimming Gala's, Sports Day), Culture (eg Loy Krathong), Leadership (eg House Huddles), Play (eg Chess Competition), Enterprise (eg Maths Stocks and Shares Competition), Knowledge (eg Maths TT Rockstars) and Service (eg The Golden Smile).

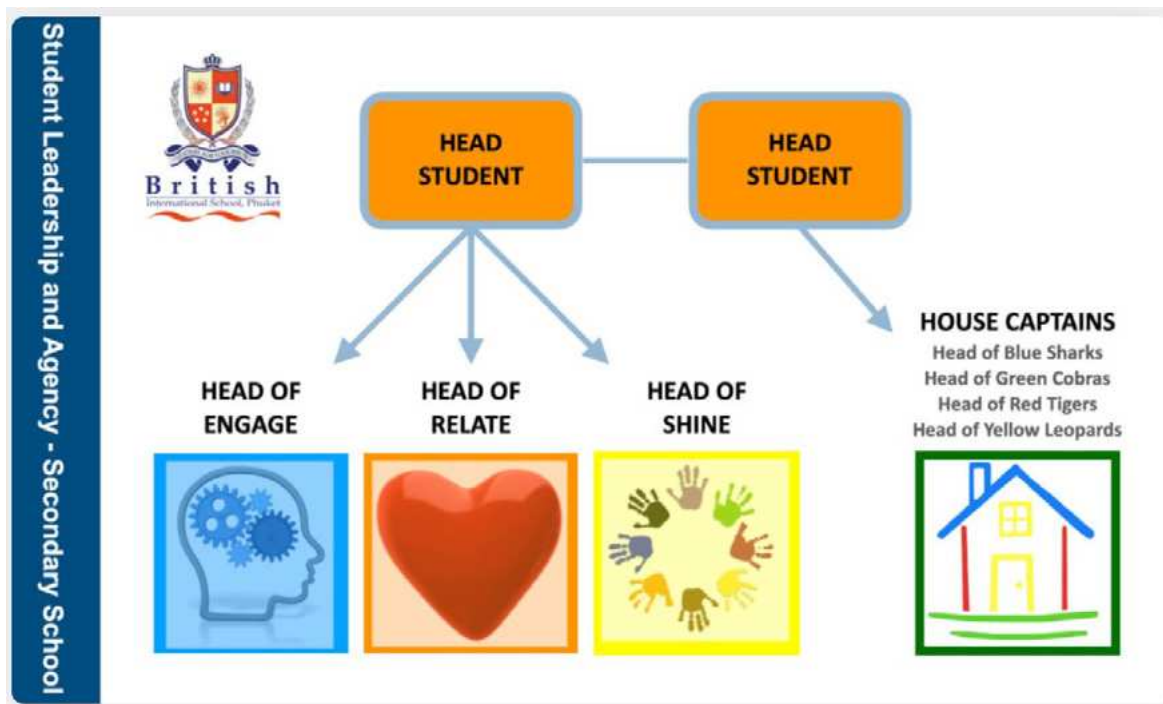
House Points are proportionately awarded for performance or participation in each of these events. There is a House Leader celebration at the end of Term 1, in recognition of the House who has the most House Points at the halfway point of the year. A celebration is also organised for the overall winning House at the end of the year. This is announced and the trophy is presented at the 'Celebration of Achievement Ceremony' in June.



## 5.2 Student Voice and Student Leadership

At BISP we operate a culture whereby students can fully engage in student life with an active and necessary voice. Systems have been established to ensure the student body and the Boarding body have representatives to give feedback to key members of staff about issues as they arise. Head Students lead a team of other student leaders to drive forward the strategic development of the school; co-construct learning and enrichment opportunities; and provide feedback to the Senior Leadership team through consultation.

Students from all year groups in the school have the opportunity to join Student Voice groups to share their ideas and to express their opinions on all areas of student life.



## 5.3 The Activities Programme

Activities last for one hour or more. It is important that students select a balanced programme including some physical activity. Some activities are undertaken outside of school, some students have long travel times and with parental permission students may choose no activities for one or more afternoons.

IB students complete activities as part of the CAS program. It is our expectation that all students attend a minimum of one activity each term so that they truly engage in the holistic nature of learning at BISP.

Some activities in Years 7-13 involve an extra payment as they are run by outside providers.

Students select their preferred activities online at the beginning of each term. Full details are given at that time.

## 5.4 Sports Academies

At BISP we have Sports Academies in:

- Swimming
- Football
- Tennis
- Golf
- Aerial Arts/Gymnastics

An Academy offers all layers of experience and opportunity for students according to the Sports Development Model below.

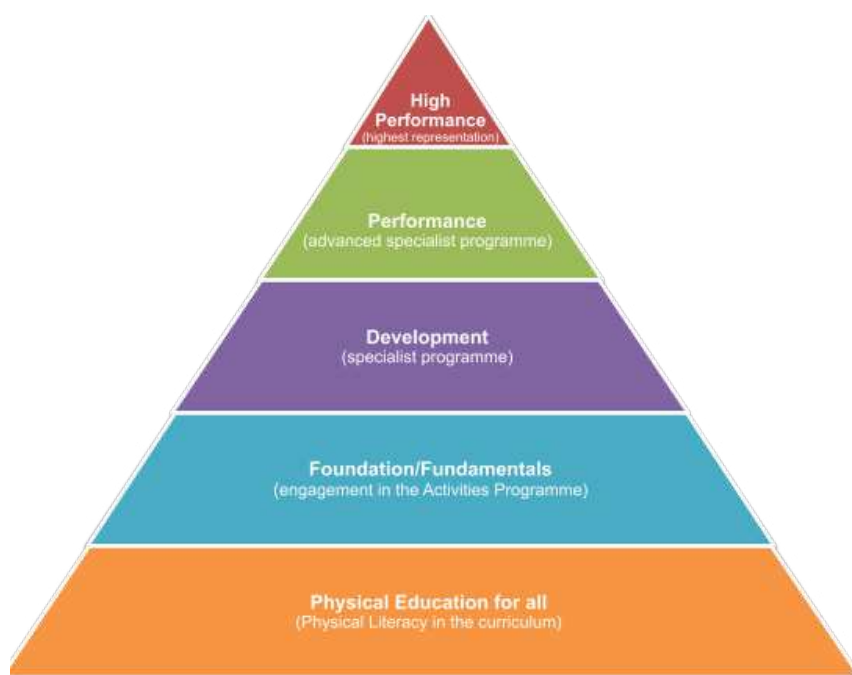
Students receive Physical Education in each year of their schooling until Year 11, where they learn physical literacy skills, and the knowledge and understanding associated with a sequenced and developmental programme of sport and physical exercise.

Students can choose to pursue an Academy Sport through the Activity Programme at a 'Foundation/Fundamental' level. These activities consolidate knowledge, skills and understanding and/or facilitate recreational participation and enjoyment. In addition to the Academy sports on offer at this level, the Activity Programme also includes sports such as Badminton, Touch Rugby, Cricket, Ultimate Frisbee, Rounders, Floor Hockey and Dance.

Students can further extend their performance, experience and interest in an Academy Sport by engaging in a specialist programme of coaching at 'Performance' level, which on merit can lead to School representation.

Further levels of specialist provision are offered at 'Performance' level and for those students who reach outstanding standards of performance at 'High Performance' level. At this tier students are known, by definition, as 'high performance athletes'.

## BISP Sports Development Model



### Football

BISP offers a variety of options for boys and girls from Nursery to Year 13 to develop their football skills, play for fun, or work towards a professional career.

The training methodology at the High Performance level follows that of Cruzeiro EC, one of Brazil's biggest multi-sport clubs. Teams receive expert instruction from Cruzeiro-trained coaches in four key areas – technical, tactical, physical, and psychological.

The BISP Cruzeiro Football Academy consists of age-specific High Performance training squads, beginning at Under-11. Players are selected based on a range of criteria and squad training at this level follows a carefully designed structure set out by the Academy's Head Coach.

As well as hosting regular fixtures at the school, BISP teams travel to many international school and academy tournaments in South East Asia and beyond. In recent years, the High Performance Academy teams have travelled as far afield as Portugal, Spain and Brazil.

The annual BISP Soccer 7s tournament is arguably the largest school football tournament in the world, with over 1500 players and with international school teams from throughout Asia taking part.

### Golf

Our golf programme caters for beginners to elite performers. Primary and Secondary students may choose golf as a paid after school activity and receive expert instruction by our qualified coaches.

Our High Performance Golf Academy athletes train for more than 20 hours per week and complete between 18 and 27 holes. Technology is an integral part of our golf instruction at this level. Launch monitors provide coaches with valuable ball data and smart vests help to assess the biomechanics of our players.

Our High Performance athletes are also regularly trained by visiting T.P.I (Titleist Performance Institute) certified professionals in golf fitness, strength and conditioning, and the T.P.I body swing connection.

BISP athletes enter various local and international golf tournaments, including Olympic and professional events. In conjunction with Laguna Phuket Golf Club, the school hosts the BISP Golf Invitational, part of the Thailand Faldo Series.

## Tennis

Our Tennis Academy is partnered with GPTCA (global professional tennis coach association) and has a statue of Academy Professional which is recognised worldwide. All of our highly experienced coaching teams are GPTCA, RPT, ITF qualified and ATP ranked. Our goal is to be recognised as the top Tennis Academy in Asia.

Tennis is introduced on the Physical Education curriculum in Year 3, where the professional tennis coaches support the PE teachers. We offer a range of coaching programmes from red balls to high performance players. Regular tournaments are held at our Tennis centre and range from internal competitions aimed at participation and development to the annual BISP tennis 4s, where UTR (universal tennis ranking) points are available. BISP also hosts a number of competitions held by other organisations.

We offer tennis scholarships to our High Performance players with a full training program including seminars on mental focus, nutrition, injury prevention, fitness, parents meeting, players reviews etc

The tennis Academy also offers groups adult clinics, private lessons, semi-privates, restringing service and available to use our tennis partner HEAD, for discounted head equipment.

Social events for adults are also available during the year - tennis is open to everyone !!!!

The tennis centre is home to the BISP Tennis Club, where all interested tennis players can meet to pursue opportunities to play the sport competitively, as well as socially.

## Swimming

Students at BISP begin curricular swimming lessons in Nursery (age 3) and continue their tuition up to Year 9. Outside of class, a large proportion of students are part of our Flying Fish swim team. Most swimmers in Primary enrol in the Learn to Swim programme (LTS), which focuses on developing students' water confidence and stroke and movement fundamentals. The teachings of LTS provide the basis for competitive skills and essential water safety.

After completing LTS, swimmers may then continue to one of the many Flying Fish development squads designed to cater to different ages, abilities, goals and competitive levels. The pinnacle of our Flying Fish programme is the High Performance Swimming Academy.

All of our swimming programmes are adapted from the world-renowned ASA/Swim England curriculum.

As swimmers advance through the LTS stages, the number and level of competitions available to them gradually increase, providing steady, positive progression for all swimmers. The competition pathway has been carefully developed to introduce appropriate and relevant competitive environments dependent on the child's ability and skill level. Competition takes into account the basic principles of Long-Term Athlete Development

## 5.5 The Arts

Providing opportunity for all students to experience public presentation and performance is a key aim of the school, and the music and drama programmes, regular routine assemblies and the focus on 'student voice' ensures that this is met. However, the school has also developed an extensive programme of public performance that enables all students to experience working across year-groups and to better understand the requirements for disciplined commitment and teamwork.

Most importantly, however, the opportunity to give great pleasure to others will inspire confidence and self-efficacy, key attributes in the modern world.

### **Musical Productions**

Each year the school puts on two major musical productions, one Primary focused and one Secondary, as well as a Christmas Pantomime, which draws its cast from all sections of the school.

### **Dramatic Productions**

Aside from involvement in the major musical productions, the Drama department contributes to regular dramatic performances. These include celebrations and assemblies, as well as productions related to the external examination coursework.

### **Music concerts**

These take place throughout the year in both sections of the school. The major events are 'Unplugged' and an Arts Celebration Evening, while there are regular lunchtime concerts each week in the Primary. Aside from formal concerts, the school bands performs on an ad hoc basis throughout the year.

### **Special Events**

Music is a key component of all school special events, including those relating to sports tournaments, and the Concert Band has performed by invitation in Hong Kong Disneyland, and upon the deck of Greenpeace's ship the 'Rainbow Warrior'.

### **Choirs**

In addition to assemblies, choirs, often including a parent choir, are an element in all major musical events. The school choir has also provided the choral component to the ANZAC day Dawn Services in Phuket.

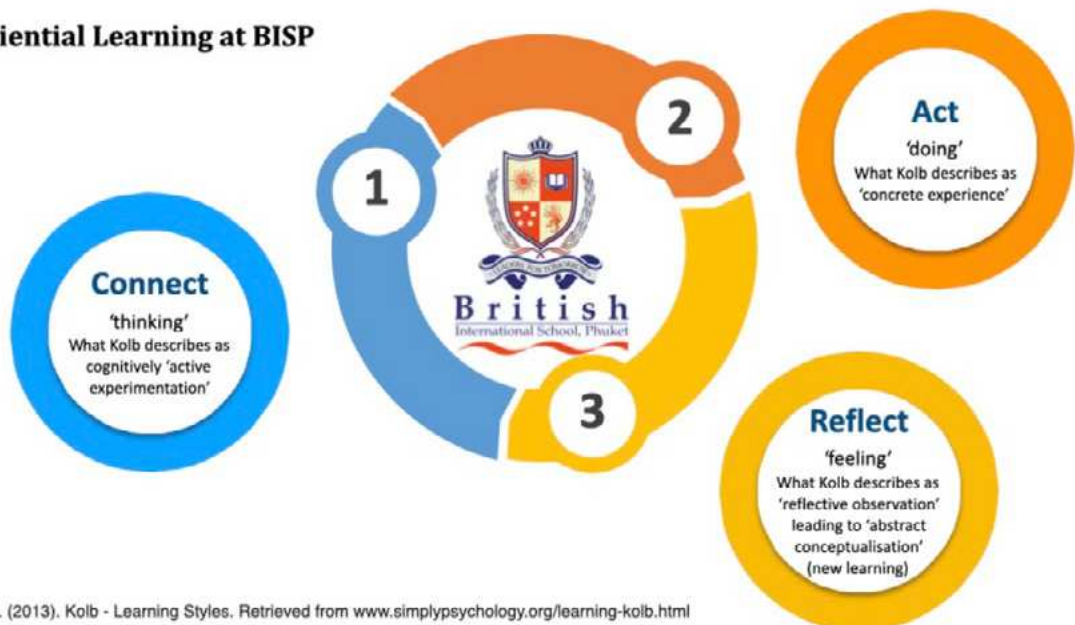


## 5.6 Residential Experience

Each Year Group experiences an annual week-long expedition in order to enrich student learning and wellbeing. The programmes aim to integrate fun, the acquisition of new skills, and personal development, into outdoor, adventurous, and service related activities. We support students in pushing their boundaries and taking controlled risks, whilst fostering awareness and respect for self, others and the environment.

Experiential learning in this format is crucial to a child's development and reflects the school's ethos. The process of experiential learning is described below:

### Experiential Learning at BISP



#### Reference

McLeod, S. A. (2013). Kolb - Learning Styles. Retrieved from [www.simplypsychology.org/learning-kolb.html](http://www.simplypsychology.org/learning-kolb.html)

