



British
International School, Phuket



SECONDARY PARENT & STUDENT

Handbook 2018-2019



Secondary Parent & Student Handbook

2018-2019

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□ Introduction



Simon Meredith

Principal - Secondary School

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We 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.

We hope that this document will enable you to gain a greater understanding of our educational mission and the policies and procedures that support the creation of a vibrant learning environment. In addition, more information can be found on the school website such as calendars and specific academic handbooks for KS3, IGCSE and IBDP.

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.

Triple Helix

The model of education is based upon the Triple Helix, where each of the three strands of 'Academics', 'Wellbeing' and 'Passion' are considered equally important for the education of every student and underpin the school's ethos.

Our Secondary leadership team consists of:

Simon Meredith

Principal - Secondary School
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IBDP CoOrdinator
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IGCSE CoOrdinator
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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.

□ Mission Statement

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.

These can be encapsulated in the following sentence:

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



□ Student Roles and Responsibilities

- Be open minded and eager to learn.
- Be aware of your own learning styles and consciously develop your own thinking skills.
- Apply thinking skills and strategies to make reasoned decisions.
- Be reflective about your learning, identifying strengths and areas for development.
- Actively seek to gain an understanding of both subject and school-wide assessment systems.
- Be prepared to express your ideas through a variety of media.
- Be aware of the full range of information sources (internet, library, teacher, textbook etc.)
- Be able to access, interpret, transform, create, evaluate, and manage each source of information ethically.
- Be committed to improving all aspects of your English language.
- Be committed to being able to communicate in more than one language.
- Be able to use mathematical concepts and skills effectively.
- Understand the purposes and uses of a range of visual and performing art forms and have the confidence to select an art form through which you can best express yourself.
- Be aware of the roles and responsibilities of adults and peers and the appropriate ways of talking to each.
- Be prepared to engage in constructive dialogue with other students and teachers.
- Be aware of the behavioural expectations of both the School and of society at large.
- Listen in a mutually respectful manner to both peers and teachers.
- Contribute to and participate in democratic decision-making.
- Be prepared to show empathy, compassion and respect for the needs and feelings of others.
- Be informed, sensitive to and respectful of other cultures and their values.
- Be prepared to make a positive contribution to activities and events both globally and locally.
- Contribute to a safe, positive and purposeful working atmosphere in the classroom.
- Be prepared to take responsibility for fellow students.
- Be prepared to work collaboratively in pairs or groups, at all times supporting and encouraging one another.
- Develop an awareness of your own hereditary, cultural and social background and how these impacts on the choices and decisions you make.
- Have a positive self-image and an appropriate degree of self-awareness.
- Be fully equipped and well organised for each lesson.
- Begin to take responsibility for your own, independent learning.
- Be prepared, when necessary, to work outside lessons on homework in the evenings, at weekends and during holidays.

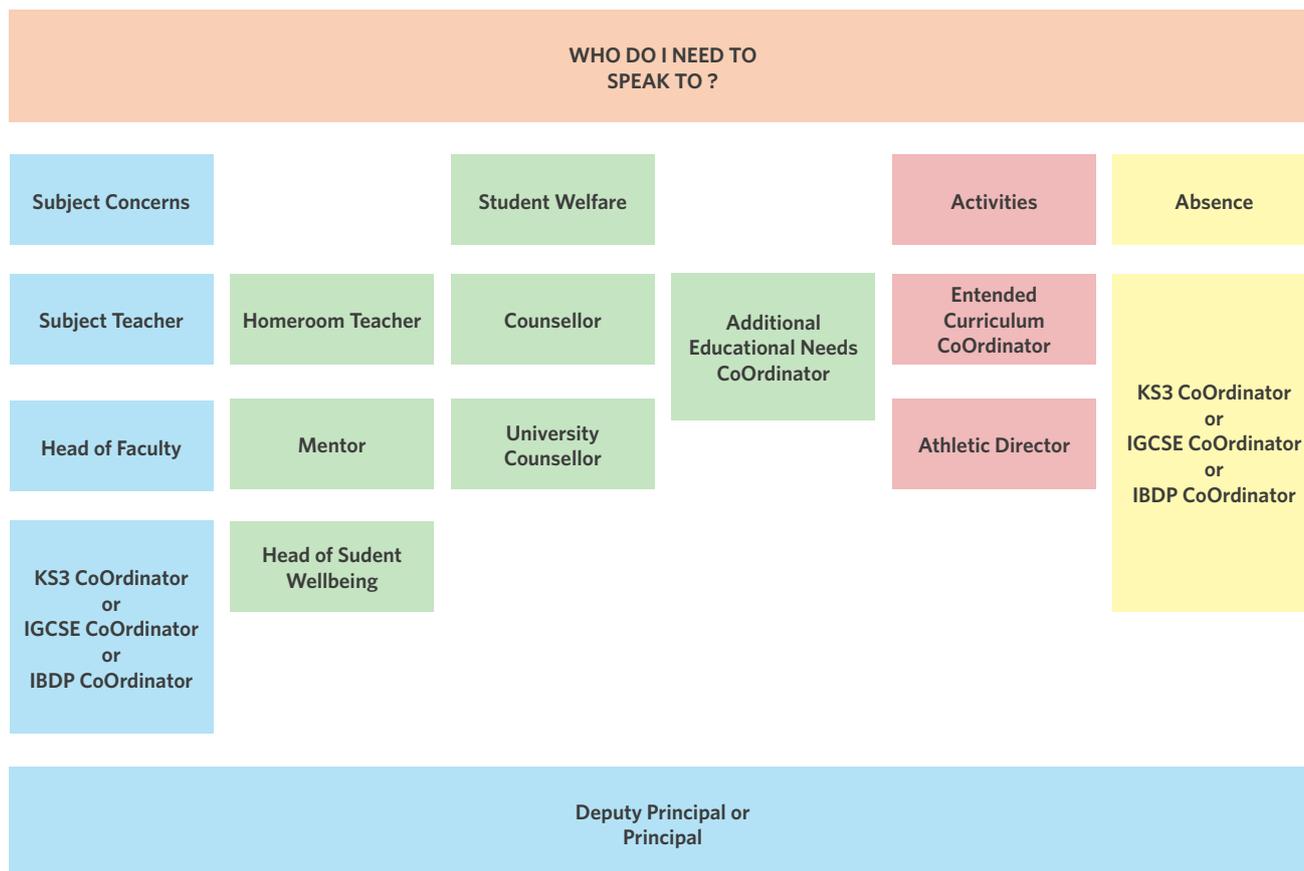
- Be prepared to contribute to extra-curricular activities.
- Attend school regularly and arrive for lessons, assemblies and appointments punctually.
- Attend school in good health, maintained through an adequate diet, regular exercise and sufficient sleep.
- Be able to set personal goals, communicate them to others and work towards them effectively.
- Become lifelong learners, appreciating that knowledge and understanding about our world is changing constantly and that this requires an ability to adapt and assimilate new ideas.
- Form resilient relationships through the development of an understanding of the complexities of human relationships.
- Be able to critically evaluate products and processes in response to the continuing change in human needs and desires.
- Understand a variety of environmental issues and take responsibility for the development of a sustainable future.



□ Communication

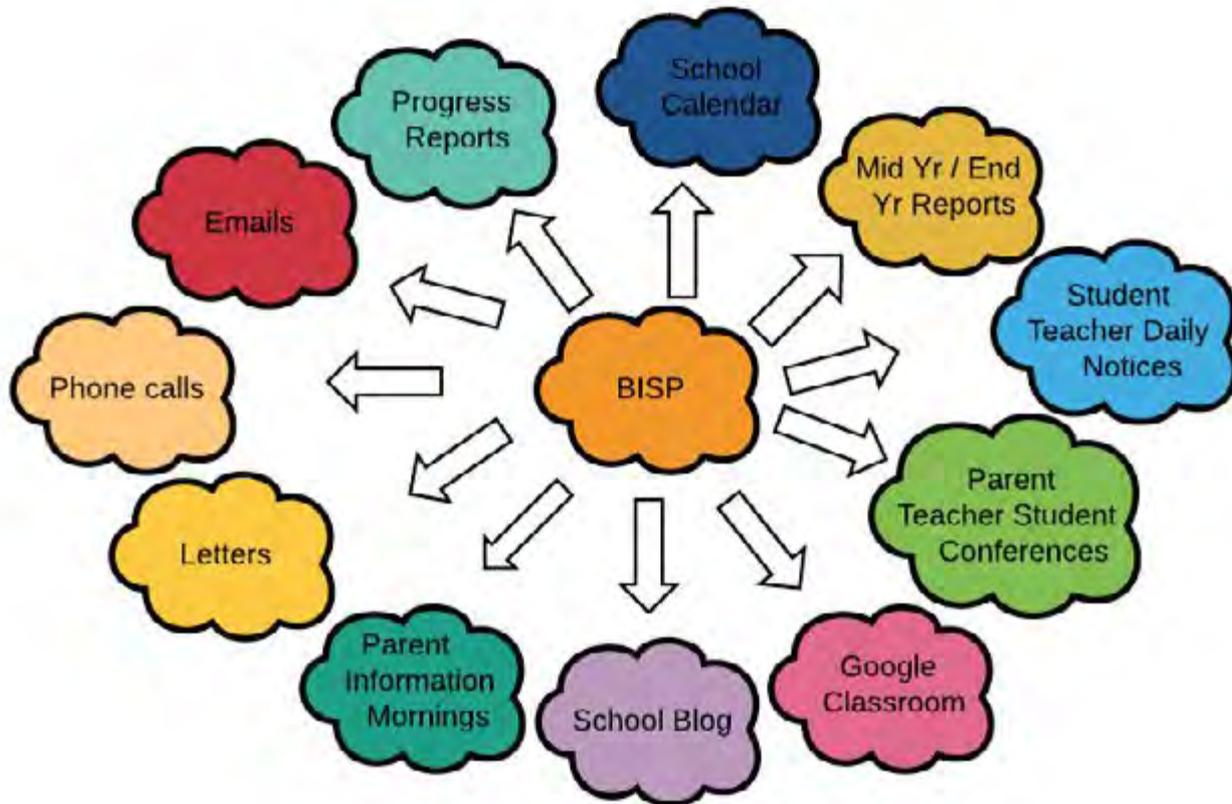
Home to BISP

There are sometimes times during a school year when parents or students will want to contact school. This is encouraged to ensure transparency and openness in our communications. Please use the diagram below to help you in the process:



BISP to Home

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



Contacting Administration

The Secondary School Administration Office is open Monday to Friday from 7.30 a.m. to 5.00 p.m.

Contacting Teaching Staff

Email is probably the best means of contact. All e-mail addresses are constructed as follows:

Ginette Stockings gstockings@bisphuket.ac.th

Simon Meredith smeredith@bisphuket.ac.th

Alternately you can contact the Secondary Office and leave a message:

Tel: 076 33 5555 ext. 1203

□ 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	Monday & Wednesday Period	Tuesday, Thursday & Friday Period
0750-0802	Home Room (students go to class after anthem)	Home Room (students go to class after anthem)
0805-0905	1	1
0910-1010	2	2
1010-1040	Break	Break
1040-1140	3	3
1145-1245	4	4
1245-1335	Lunch	Lunch
1335-1435	5	5
1440-1540	Mon - 6 Wed - Wellbeing (every second week only)	Activities

Notes

- Registration will be taken at the beginning of each day with the Homeroom tutor from 7.50am. Ideally students should be in the room from 7.45am.
- Subject teachers will mark attendance in every class.
- Late students sign in on arrival at the Secondary Office.
- Parents are asked to email secondary@bisphuket.ac.th before 7.30am if your child will be absent. **All absences will be listed as unauthorised until notification is received.**
- The Secondary secretaries will call parents of absent students if they haven't received notification via secondary@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 at Gate 1 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 Section Head or Deputy Principal.

Lunch

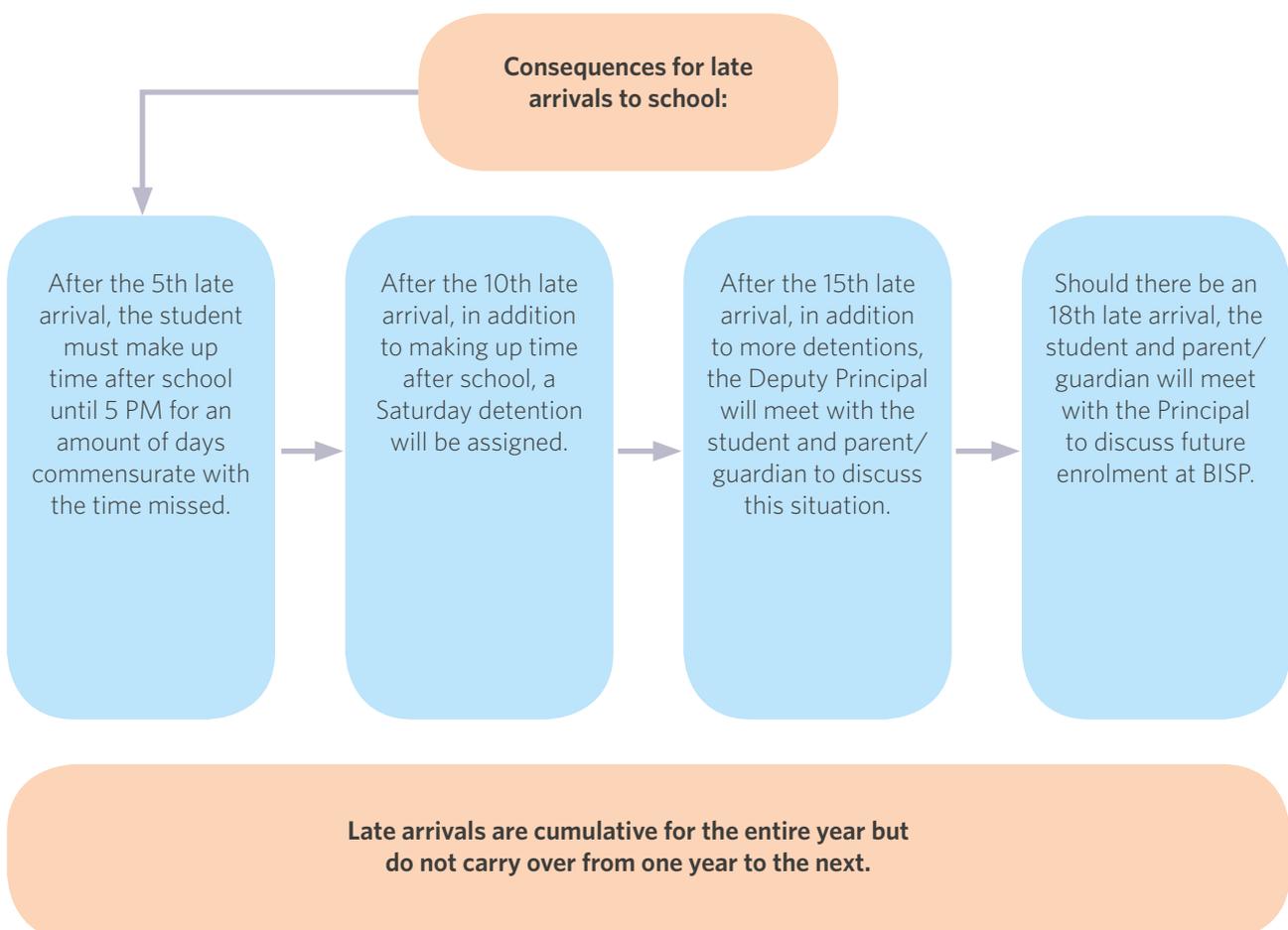
- School lunches are provided each day for students and are included in the school fees.
- A snack and drink are provided for the students at morning break.

Water

- **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.

❑ Late to School

Students are expected to arrive at school on time each morning. While there can be traffic issues or other situations that might result in an occasional late arrival, those who are repeatedly late to school will be asked to make up missed time.



Our expectation is that all students attend school regularly unless illness or other emergency prevents it. When possible, medical and other appointments should be scheduled after school or during free periods to minimize the loss of class time.

To encourage student attendance, BISP has attendance expectations that outline the consequences should there be significant absences. All time away from school, except for BISP supported trips or activities, bereavement, hospitalization, or administratively approved religious holidays are included in the calculation of absences. An absence is defined as a full school day.

□ Minimum Graduation Attendance Requirements

To achieve grade level promotion or the BISP High School Diploma, students are expected to attend at least 90% of classes over the academic year. We understand that events such as illness or representing the school or your country in sporting events may impact school attendance and as such the Principal will review each individual case.

□ 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, completing and submitting the work to the teacher rests with the student.

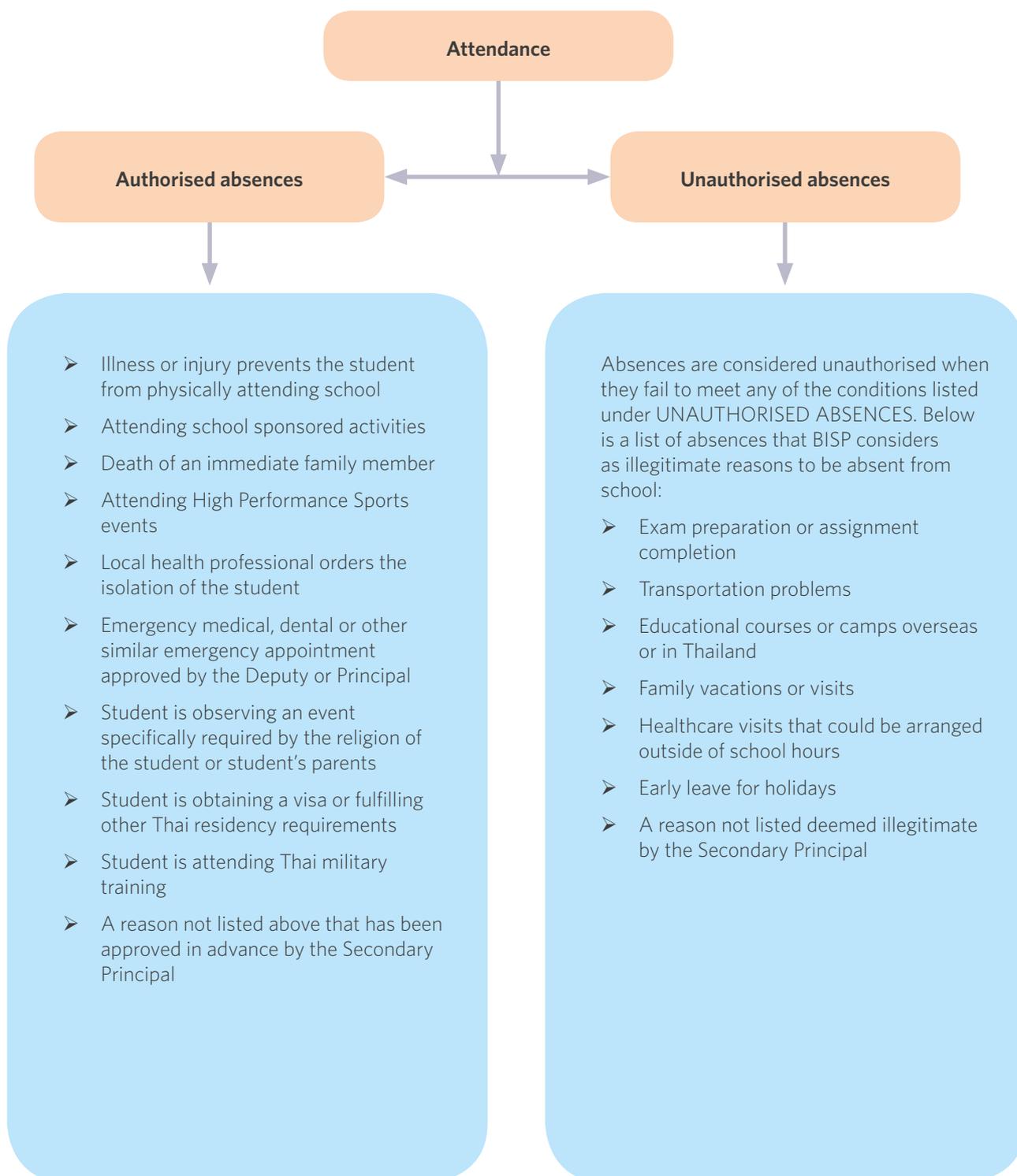
All assessment pieces for each Secondary course should be completed by students within an acceptable timeframe.

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, students who miss formal internal examinations (eg 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.

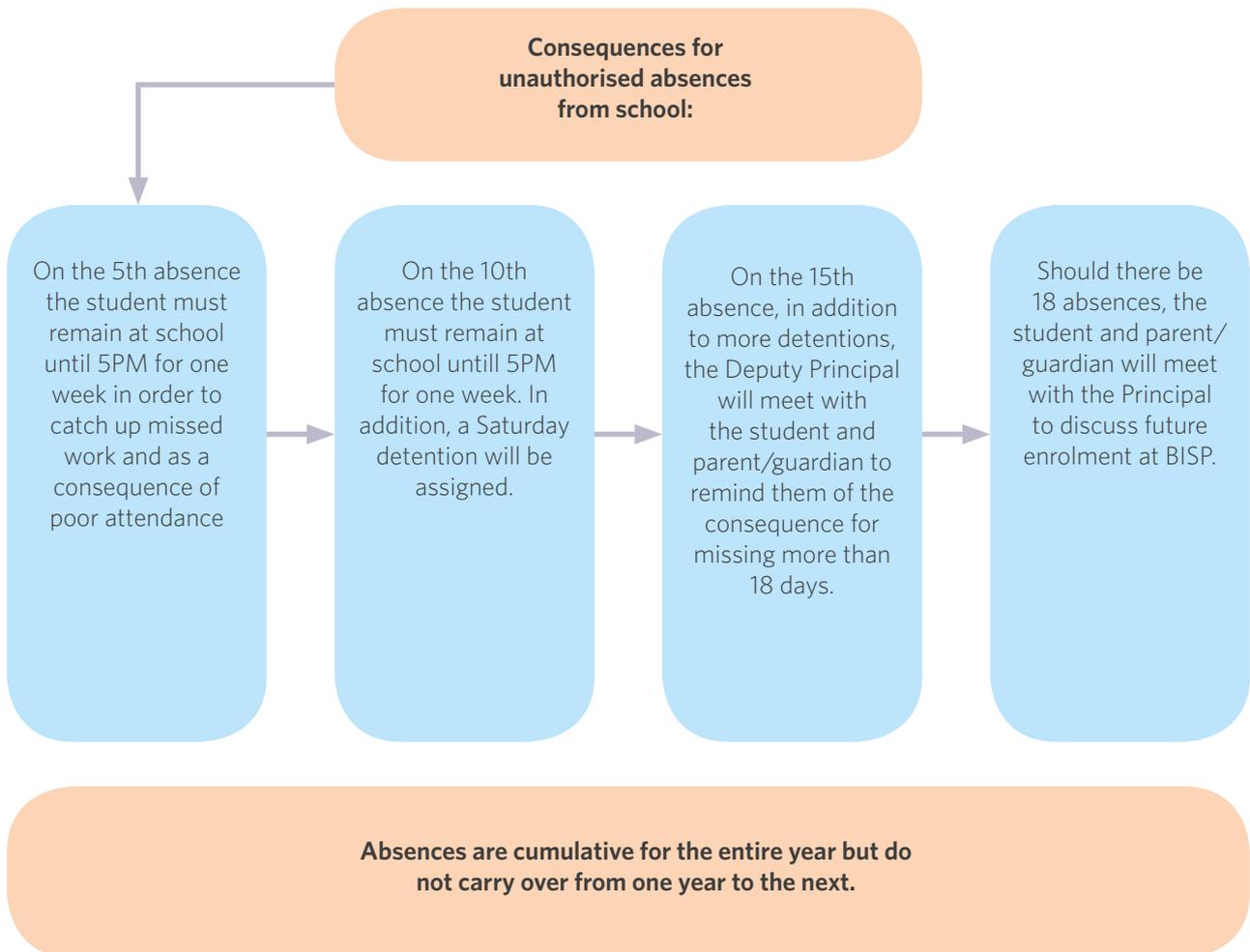
□ Authorised and unauthorised absences

Please see below what are regarded as authorised and unauthorised absences.



❑ Absences from School

More than 10% may result in enrolment being cancelled or a student being asked to repeat a year. Consequences are noted below:



If a student is on campus but misses a class without permission, a detention will be given.

A continuous unauthorised absence will be recognised as the student has left the school.

Students who have unavoidable absences over a period of time should discuss the matter with the relevant Section Head so that appropriate support can be established.

□ 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.

□ 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.

Note:

- Black leather shoes are not available in the school shop.
- For Year 12 and 13 students (male and female) trousers may be purchased from outside sources providing they meet the requirements stated in the explanations and diagrams below.

Students who are out of uniform may be sent home, isolated in the Secondary Office or asked to purchase the appropriate uniform.

Uniform For Years 7-11

Boys

- Shirt:** Blue
- Shorts:** Beige
- Tie:** (with white shirt - formal)
- Shoes:** All Black (leather)
- Socks:** Plain White or Black (no patterns)
- Sweater:** BSP school jumper

Girls

- Shirt:** Blue
- Skirt:** Dark Blue
- Tie:** (with white shirt - formal)
- Shoes:** All Black (leather)
- Socks:** Plain White or Black (no patterns)
- Sweater:** BSP school jumper



Uniform For Years 12-13

Boys

- Shirt:** White
- Trousers:** Black or Dark Blue
- Tie:** (formal)
- Shoes:** All Black (leather)
- Socks:** Black (no patterns)
- Belt:** Black
- Sweater:** School Jumper

Girls

- Shirt:** White
- Skirt:** Tartan
- Trousers:** Black or Dark Blue
- Tie:** (formal)
- Shoes:** All Black (leather)
- Socks:** Black (no patterns)
- Sweater:** School Jumper



Sports Kit for Year 7 - 13

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

Daily Dress Expectations

- Footwear must be closed toe, have a back and laces tied, velcro straps or be a slip on. Elevated Heels, canvas shoes, black shoes with a white rim or sport shoes are not acceptable. Shoes should not have buckles or decorative features.
- Flip flops are not allowed at any time.
- 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.
- Trousers for boys and girls must be straight legged (full length only as 3/4 pants are not acceptable) and coloured black or dark blue. Denim or tight fitting trousers are unacceptable.
- All attire must fit appropriately, not too loose or too tight.
- For special school events students wear white shirts with the school logo and a school tie.
- At certain times throughout the year BISP may declare a Non Uniform day. Dress code expectations for such events are below.



		Boys	Girls
	<p>Smart leather/leather alternative shoe. Plain black.</p>		
	<p>No buckles or studs. No skate shoes or trainers. No Hi-tops or plimsoles. No canvas or fabric shoes. No stripes or logos.</p>		

Non Uniform Expectations

- 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, no long sideburns and conservative in style. Boys should be clean shaven.
- Girls: Long hair must be tied back for Science, DT, and other classes as requested by a member of staff.
- 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.
- One simple band ring is allowed.
- One bracelet and one anklet only are allowed.
- Any use of make up should be minimal. Nail varnish should be clear only.
- Visible tattoos or visible body piercing (including tongue) are not permitted.

□ Lockers

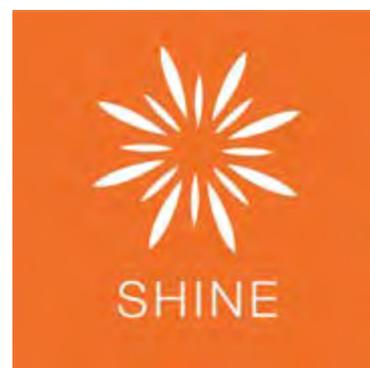
All secondary students are allocated a locker at the start of the school year, or when they first arrive in the school. Students should not change lockers without informing their tutor. Lockers are provided for the temporary safe and secure storage of books and other items during the school day. School 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.

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.

□ Student Health and Wellbeing Framework



Student wellbeing at the British International School Phuket focuses on a culture that strives to allow all young learners to achieve their unique potential as independent learners in order to flourish. They are encouraged to engage in their learning and develop resilience techniques to support a positive optimistic mindset. Learners should respect and care for themselves and one another and understand their own importance to the school and the relationship between students, staff and parents. Through healthy lifestyle choices students will be more energized ready to shine in their daily activities in a community that places student wellbeing at the heart of its core values. Student wellbeing is about supporting young people to be happy, satisfied and successful in their lives during and after their education. It is our responsibility to provide a toolkit to enable young people to navigate their way through the challenges of modern day living with a sense of engagement, positivity, meaning, trust and accomplishment. The British International School strives to nurture students of character as well as students of achievement.

As teachers of children and young people 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. There is a growing wealth of research and evidence that tells us that student wellbeing is integral to student achievement in schools. This means strengthening and supporting their cognitive, social, emotional, cultural, spiritual and physical development.

The concepts that will drive Wellbeing in our context are **Engage, Relate** and **Shine**. These themes will encompass all the outstanding work that already exists and makes our current learning environment so strong. The aim is to develop students into motivated, respectful, healthy successful young people who are resilient and able to cope with the challenges they face. They will be expected to contribute and have ownership of not just their own wellbeing but also that of their peers and community.

Through existing and new policies, systems and strategies student wellbeing will continue to be the responsibility of everyone in our community. Linking support services within the school, senior leaders, teachers, mentor coaches, counselors, sports coaches, parents and beyond, we look to maximize the resources available to focus on this essential area of student achievement.

Structured wellbeing lessons take place on Wednesdays every second week.

□ 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.

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

□ 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 organizational 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-organized 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. Students should have this diary with them at school and at home each day.

For more information, please see the Homework Policy.

□ 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, the following steps will take place until the work meets a minimum standard. Our aim is to always assist students to maintain a high level of academic achievement.

Homework:

Step 1:

- A. The student and teacher have a conversation to set a new due date or arrange time to complete the work eg placing student in Study Room, reflection time or classroom based catch up opportunity.
- B. The teacher may record the Homework status on iSams.



If the work is still not completed then refer to Step 2

Step 2:

- A. The teacher contacts the student's parents, the Head of Faculty, and the tutor regarding the Homework via email (Isams).
- B. The student and teacher have a conversation to set a new due date and/or apply sanctions such as Study Room or lunchtime detention.



If the work is still not completed and there are consistent concerns regarding the academic progress of the student then refer to Step 3

Step 3:

- A. The student and Head of Section (HOS) meet regarding the Homework problems.
- B. The HOS will contact each of the student's subject teachers to gain an overall academic summary.
- C. The HOS contacts the student's parents regarding Homework via Isams.
- D. The HOS liases with Head of Student Wellbeing with regards coaching and follow up.
- E. The HOS may place the student 'On Report', in Study Room, on Saturday Detention or give other opportunities to complete the work (or a combination of these interventions)



If there is no improvement over the given time period then refer to Step 4

Step 4:

- A. HOS meets with the Deputy Principal or Principal regarding Homework completion and lack of significant improvement.
- B. The Principal or Deputy Principal meet with parents, student and HOS.
- C. The student is placed on an Academic Contract which may also include Study Room over a period of time, Saturday detention, withdrawal or other interventions as seen appropriate by the Principal.

BISP Internal Assignments/Projects KS3 IGCSE IBDP

Teacher will use Google Docs to monitor and check progress where appropriate.
Any requests for extensions must be at least 72 hours prior to the deadline and will need final approval by KS3/IGCSE/IBDP CoOrdinator.

Non submission due to medical reasons will require a medical certificate.

Missed Deadline - Due Date

10% Penalty
New date: 4pm following day.
Note recorded on file/Isams and may be mentioned in references. Parents informed by KS3/IG/IBCoOrd.

Missed Deadline - Second Due Date

50% Penalty
New date: 4pm following day.
Note recorded on file/Isams and may be mentioned in references. Parents informed by KS3/IG/IBCoOrd.

Missed Deadline - Third Due Date

100% Penalty
Internal suspension from class for 1 day to complete work - Handed in at the end of the school day at 4pm, finished or not. Note recorded on file/Isams and may be mentioned in references. Parents informed by KS3/IG/IBCoOrd.

Internal Assessments IGCSE IBDP

No IA's, IGCSE Coursework or drafts will be due on a Friday.
Teachers will use Google Docs to monitor and check progress.
Any requests for extensions must be at least 72 hours prior to the deadline and will need final approval by IGCSE/IBDP CoOrdinator.

Non submission due to medical reasons will require a medical certificate.

Drafts - Missed Deadline

Internal suspension from class for 1 day to complete work - Handed in at the end of the school day at 4pm, finished or not. Feedback given. Note recorded on file/Isams and may be mentioned in references. Parents informed by IG/IB CoOrd.

Final Submission Missed Deadline

Internal suspension from class for 1 day to complete work - Handed in at the end of the school day at 4pm, finished or not. Note recorded on file/Isams and may be mentioned in references. Parents informed by IG/IB CoOrd.

Final Submission Missed Deadline & Absent without Medical Certificate

Holding draft may be used as Final Submission. Note recorded on file/Isams and may be mentioned in references. Parents informed by IG/IB CoOrd.

□ BISP Intervention Procedures

Secondary Staff following the Academic Intervention Steps work within the boundaries, which are:

1. No morning break time detention may be given.
2. Lunch-time detentions may begin at 1pm and end at 1:30pm.
3. If Study Room is assigned after school then parents may be informed.
4. Saturday morning detentions are given only by Members of the Secondary Leadership Team. They require 24 hour parent notification by telephone or email and will be conducted from 9am to 11am.

Record Keeping

Records of correspondence and interventions are made by staff using Isams.

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 intellectual property and authentic authorship. This includes all written works produced by students; essays, scientific research and reports, computer programmes, music, visual arts, film, dance, theatre arts, and photographs. The original authors of such materials can claim intellectual property and such property is normally respected by law.

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.

Consequences of academic dishonesty for students at BIS Phuket

All students are expected to follow both the letter and the spirit of this policy. The level of proof required for the school to take action on the grounds of academic honesty is reasonable suspicion and it is the responsibility of the student to demonstrate that they have not acted dishonestly. The consequences for any student found attempting malpractice, collusion, plagiarism or duplication might range from a simple verbal warning to having an examination certificate taken away and losing a place at university. This will depend on:

- The age of the student.
- The seriousness of the offence.
- Whether the occurrence was accidental, the result of carelessness or a deliberate action.
- Whether the occurrence contravenes the rules of an examination board.

□ Consultations

Student/Parent/Teacher Conferences

Conferences allow parents, students and teachers to formally discuss the progress, effort, attitudes and skills of the student.

Parents and students make appointments to meet with teachers to discuss progress and achievement from the first term and agree further goals for the later stages of the year. These conferences are scheduled for Term One and Term Two.

In Term Two there is a “Drop-in consultation” meeting for Years 11 and 13; teachers will be present and appointments are not necessary.

Dates for the above conferences will be emailed to parents in the first two weeks of school and will also be noted on the school calendar.

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.

□ The Secondary School Curriculum

Please see the website, www.bisphuket.ac.th for electronic copies of the KS3, IGCSE and IBDP handbooks which outline the curriculum as well as the BISP High School Diploma.

English as a Second Language (ESL)

English as a Second Language (ESL) in the Secondary 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 combines in-class support in the core mainstream classes along with classes within the school's English Language Department. Temporary withdrawal from mainstream subject classes may be required if language ability is at a level where the student needs a greater level of support before returning to study the full curriculum that our school delivers.

□ The Activities Programme

Activities last for one hour or more. It is important that students select a balanced programme including some physical activity. Homework help is also offered daily.

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.

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.



□ Student Code of Conduct

All students are expected to know and understand the Student's Roles and Responsibilities.

Headphones and Mobile Telephones (On Site - Out of Sight !)

The use of electronic devices, and other personal listening devices are not permitted during classroom hours without direct permission of the teacher in-charge. Within some classes, exceptions may be made. These are not to be worn during fire-drills/evacuations.

Students are permitted to bring mobile phones to school but are responsible for their safekeeping. They must be switched off during class times and should not be used from 7.30am to 2.40pm. Generally the phones should be kept in lockers during the school day.

Smoking

The School is a Non-Smoking Campus. Any students using or bringing tobacco 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.

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 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.

Coffee Shop

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

Year 7 - 11 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.

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 is not acceptable. Students should refrain from inappropriate behaviour such as intimate embraces, and similar actions which might be offensive to our students, parents or staff. This applies on campus, on school transportation, and at all school events. (The 'daylight rule' applies at all times - if we cannot see daylight between two people then they are too close!)

Temporary or Permanent Withdrawal from School

Where a decision is taken to withdraw a student from school – fortunately a rare occurrence – it is invariably done on the grounds that the student's behaviour constitutes such a serious challenge to the good order of the school that other punishments are not sufficient. Permanent withdrawal is only considered in very serious situations when no alternatives are deemed possible. In most cases this follows the unsuccessful use of a Pastoral Support Programme to monitor the student's conduct and to support positive improvements in behaviour.

In certain cases immediate withdrawal (internal or external) might be deemed necessary until a matter is investigated further. Actions which can result in withdrawal 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;
- Offensive written material which is judged to have the effect of undermining the authority of a member of staff;
- Persistent misbehaviour (e.g. refusal to comply with reasonable instructions) which effectively limits the opportunities for "students to learn and teachers to teach";
- Bringing to school, or handling on behalf of others, items likely to endanger the safety of other people or to be injurious to the well-being of others; this includes weapons of all kinds and any dangerous substances, including alcohol, drugs and solvents;

- Attending school under the influence of alcohol, illegal drugs or solvents;
- Acts of major and/or malicious damage;
- Actions likely to cause significant disruption to the orderly running of the school;
- Being in persistent or serious breach of a previously drawn-up contract of behaviour;
- Persistent infringement of the Student Code of Conduct;
- Theft of items of school property or of property belonging to others on the school site;
- Any action which is deemed inappropriate by the Principal.

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.

All users are expected to abide by the BISP ICT Responsible Use Policy.

The ten standards below form the basis of this policy

1. Standard 1: Use should be in accordance with the school's philosophy and objectives.
2. Standard 2: In all respects behaviour both online and offline should be courteous, polite and not intended to cause offence to others.
3. Standard 3: Use should not be detrimental to others, either by accident or intent.
4. Standard 4: The rights of others should be respected.
5. Standard 5: The purpose of school based technology is to enhance the educational experience of BISP students and to facilitate academic communication.
6. Standard 6: Appropriate precautions should be taken to protect the health and safety of the user and others in the school.
7. Standard 7: Any commercial use should have the approval of the Headmaster.
8. Standard 8: Appropriate precautions should be taken to protect your property and that of others, including that of the school.
9. Standard 9: Restrictions placed on access or use by the school or others should be respected.
10. Standard 10: Any exceptional or heavy use of the school IT infrastructure should have the prior approval of the Director of ICT.

Rules for 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 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.

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

Google Classroom

All classes have Google Classroom set up to communicate with students. Parents are invited to join these at the start of the academic year in order to receive notifications about assignments and deadlines.

□ Student Care

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 (Secondary 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.

□ Student Support Services

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

Another support programme in place, which is open to all students in Secondary School, is the Study Room. This is where students can do homework, or simply carry out schoolwork in a quiet environment.

Counselling and Guidance

In addition to the pastoral care provided by tutors and the members of the Secondary 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/tutor/appropriate member of the Secondary 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.

University Counselling

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 University Counsellors offer advice to both students and parents through workshops, presentations and arranged meetings and provide guidance regarding subject choices (IGCSE and IB), college and university applications, standardised testing (SAT, IELTS, UKCAT etc.) as well as essay/personal statement writing and financial, academic and personal university entry requirements.

University Counsellors: dford@bisphuket.ac.th; jbrelsford@bisphuket.ac.th

□ Learning Centre (Library)

General Information:

Our Secondary Library, or Learning Centre, is located on the first floor and is conveniently accessible to all students, teachers and parents. It was entirely renovated and refurbished into a stylish and 21st century Library in the summer of 2015. Its comfortable seating, quiet study spaces, and its little amphitheatre make it the ideal location to read, complete homework, attend presentations, and do some research.

Opening times and staffing:

The Library is open Monday to Thursday from 7.30am to 5.00pm, and on Fridays from 7.30am to 4.15pm. The Library is manned by the Secondary Librarian, and two library assistants.

Resources:

The library houses a wide collection of books, magazines, and online resources. We currently house around 15,000 books in the Secondary Library.

The books are divided into various sections: Non-Fiction, Graphic Novels, EAL Books, Theory of Knowledge books, and Key Stage 3+ Fiction and Key Stage 4+ fiction. The Non-Fiction area is arranged following the Dewey Classification system, and the fiction areas are arranged by alphabetical order of authors' surnames.

The Library also offers access to various online databases such as JSTOR, Encyclopedia Britannica, and each student in Year 12 and Year 13 also receives a personal login to Questia School.

The Library Catalogue:

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

<http://bis.softlinkhosting.com.au/oliver/libraryHome.do>

Events:

Our Library organizes various events throughout the year, and we encourage all students to take part. These events include author visits, Drop Everything and Read, poetry competitions, designing a bookmark competition, or design a picture book competition. World Book Day, celebrated every year in March, is a big celebration in school and is referred to as Dress up as a Book Character Day, and every year students make great efforts to dress up and celebrate books.

Promoting reading:

Our aim is to promote a lifelong enjoyment of reading for all students, and as such we are always happy to share the titles newly available, through a newsletter emailed to all students.

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.

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 has a borrowing policy displayed at the front desk, and the borrowing rules are as follow:

Who	Borrowing During Term Time	Borrowing During the Holidays (Providing that there are no overdue books on the account)
Year 7, Year 8, Year 9	5 (for 3 weeks)	7
Year 10, Year 11	6 (for 3 weeks)	8
Year 12, Year 13	10 (for 3 weeks)	10

Secondary Parent Year Group Representatives

The role is primarily concerned with building and maintaining a sense of community within the Secondary School and providing a valuable link between the teachers and parents of each year group. Regular meetings (once per term) with the Representatives and Secondary Principal are held throughout the year.

A list of Parent Representatives is published soon after the beginning of each school year.

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.

House Team Competitions

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.

Certain house team events are held throughout the year, such as the cross-country competition, sports day, the swimming gala, and the music and drama competition.

Points are earned for performance in each of these events and a trophy for the winning house team presented at the 'Celebration of Achievement Ceremony' in June.

The Student Council

It is vitally important that all students realize that taking an active part in the development of the school is part of their educational life.

The Student Council meets weekly at lunchtimes and deals with a wide range of school matters, giving students influence in the way in which things are organised. The Events Team also organises social and fund-raising events for students and friends of the school.

Senior Leadership Team members all have responsibility for working with the Wellbeing groups and are invited to attend meetings to discuss key issues and there are regular discussions with the Headmaster and the Secondary Principal.

Periodically Open Barazas allow all students to come along and share their views.

Head Students are also appointed, along with other special positions.

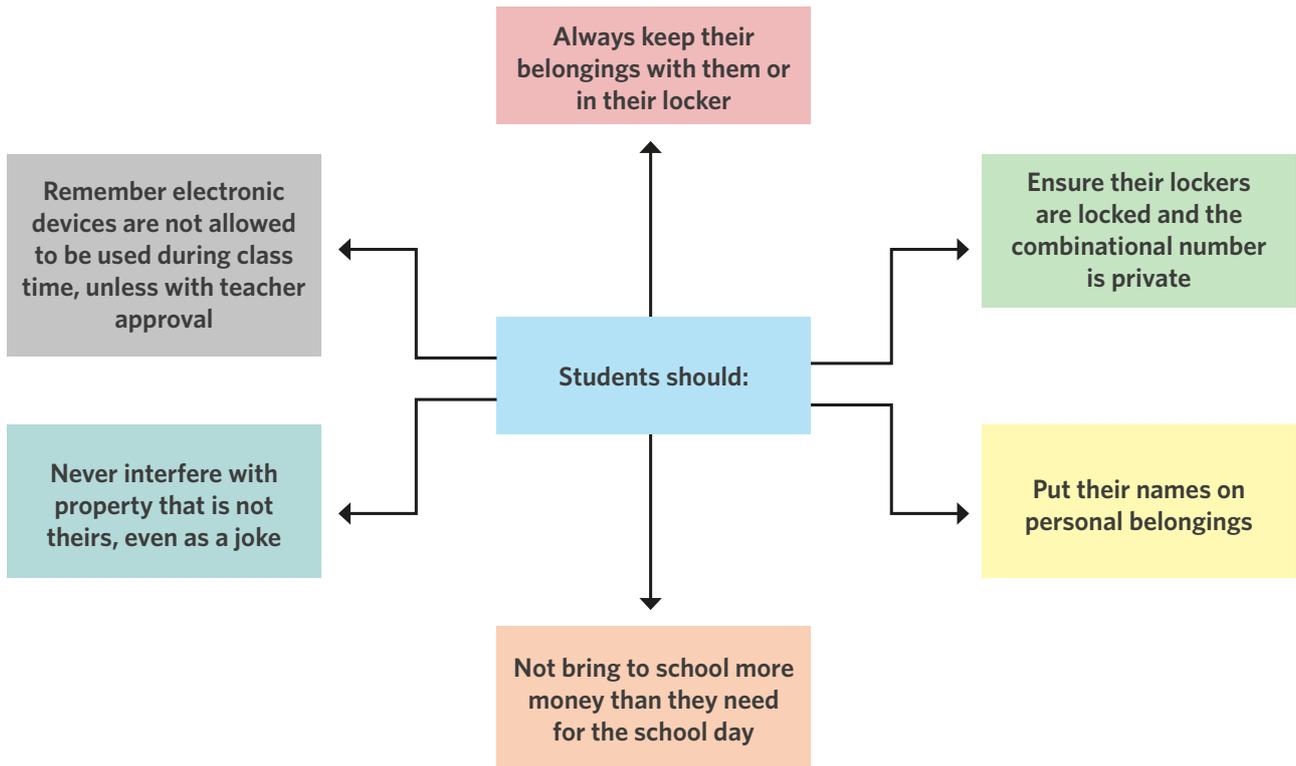
❑ Lost and Found

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.





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.

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.

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.

□ 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 contacting nurse@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 Secondary Leadership Team of the 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.

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.

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.

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.



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