



SECONDARY

Parent & Student Handbook 2026-2027

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INTRODUCTION AND CONTACT INFORMATION



Mr Tim Pearson
Principal - Secondary School
tpearson@bisphuket.ac.th

Dear Students and Families,

Welcome to the 2026–27 academic year at the British International School Phuket. It is a pleasure to welcome both our returning families and those joining our community for the very first time. We look forward to another exciting year of learning, growth, creativity, and achievement together.

In Secondary School, we are committed to providing an outstanding educational experience that inspires learning, nurtures well-being, and encourages every student to pursue their passions with confidence and purpose. Guided by our core values of respect, compassion, and integrity, we strive to create an inclusive and supportive environment where students are challenged academically while also developing as caring, resilient, and globally minded individuals.

This year brings a number of exciting developments within our curriculum, including the introduction of the Innovate 9 programme and our new BTEC Business course, further expanding the opportunities available for students to explore their interests, develop practical skills, and prepare for future pathways.

This handbook has been created to provide families with a clear overview of the key policies, procedures, and expectations that support life within our Secondary School. Additional information, including academic calendars, curriculum guides, and subject-specific resources, can also be found on the school website.

Strong partnerships between school and home remain central to student success. We value open communication and encourage families to make use of the communication channels outlined in this handbook. Our dedicated teachers, support staff, and Leadership Team are always available to provide guidance and support throughout the year.

We are excited for the year ahead and look forward to celebrating many successes and memorable experiences together as a community.

Wishing all of our students and families a happy, successful, and rewarding academic year.

1.1 Secondary Leadership Team

Tim Pearson

Principal

tpearson@bisphuket.ac.th

Samantha Cockerill

Deputy Principal

scockerill@bisphuket.ac.th

Kate Kench

Director of Teaching & Learning

kkench@bisphuket.ac.th

Matthew Jarrett

Head of Middle School

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Gavin Terry

Head of Upper School

gterry@bisphuket.ac.th

Emma Webster

Head of Senior School

ewebster@bisphuket.ac.th

Adam Chapman

Athletics Director

achapman@bisphuket.ac.th

Nigel Wheeler

Director of ICT

nwheeler@bisphuket.ac.th

1.2 Useful Contacts:

Secondary Office Secretary

Saweenat (June) Wuthiwongseri

Tel: 076 33 5555 ext.1203

secondary@bisphuket.ac.th

Extended Curriculum Coordinator

David Berman

dberman@bisphuket.ac.th

IT

helpdesk@bisphuket.ac.th

Counselling Team

Amy Pothong

apothong@bisphuket.ac.th

Administration

secondary@bisphuket.ac.th

University Counselling

universityadvising@bisphuket.ac.th

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

secondary@bisphuket.ac.th

School Nurse

Nurse Changward (Head Nurse)

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 > Assistant Head of Middle/Upper/Senior School > Head of Middle/Upper/Senior School > Deputy Principal > Principal.

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

Teacher > Head of Faculty > Head of Middle/Upper/Senior School > Director of Teaching & Learning > Principal.

Enrichment Issues - Activities, sport or enrichment enquiries.

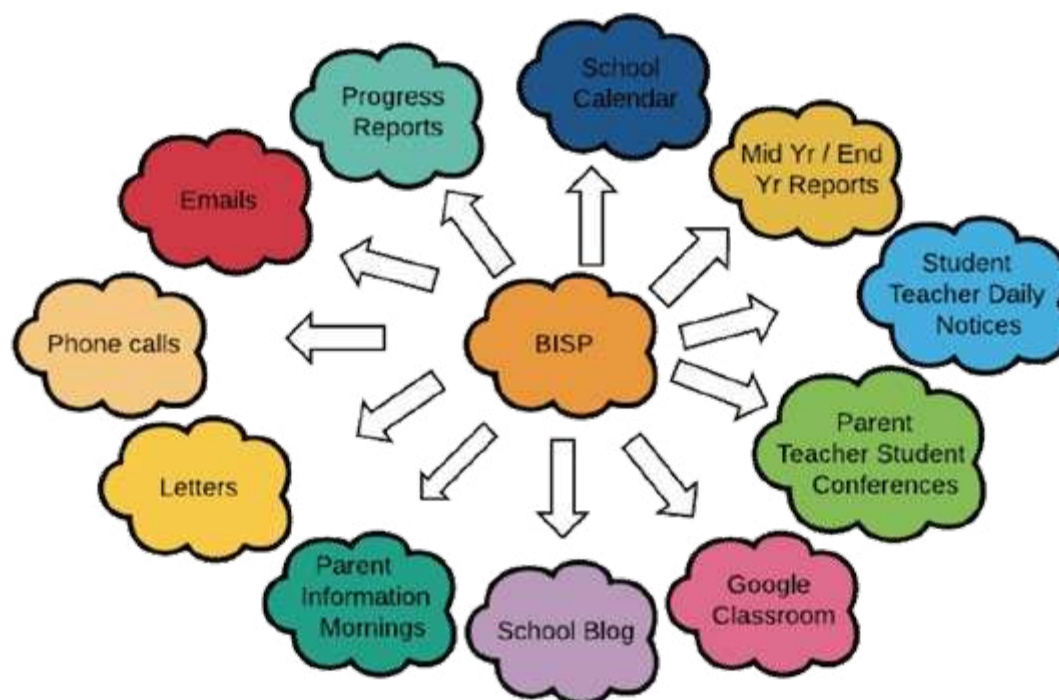
Activities Leader and/or Tutor > Extended Curriculum Coordinator and or Athletic Director > Principal

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:



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 & VALUES



INSPIRING LEARNING

3.1 The School Day

Monday	Tuesday	Wednesday	Thursday	Friday
07.45 - 08.05 Registration				
08.05 - 09.05 Period 1				
09.10 - 10.10 Period 2				
10.10 - 10.40 Break				
10.40 - 11.40 Period 3				
11.45 - 12.45 Period 4				
12.45 - 13.35 Lunch				
13.35 - 14.35 Period 5				
14.35 - 15.40 Period 6	14.45 Activities Start	Meeting*	14.45 Activities Start	14.45 Activities Start
15.50 Activities Start		15.50 Activities Start	*See calendar for details	

3.2 The Secondary School Curriculum

Our curriculum pathways, and the way in which teaching and learning is facilitated, encapsulates the following approaches to learning (what we want students to develop)

- Communication
- Collaboration
- Creativity
- Critical thinking

Please see the parent page of our website, 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/BTEC. 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.'

iv) 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 qualifications. This will be awarded at the final Year 13 Graduation ceremony. All students at BISP routinely follow courses that result in a High School Diploma provided the minimum grades have been achieved.

3.3 A BISP Learner

At BISP, we understand that learning happens everywhere at any time. Our model for holistic learning aims to develop the whole child, attain academic success, and instil a lifelong love of learning through active engagement.

BISP students are encouraged to think and learn in ways that foster our Learner Profile attributes.

At BISP, learners are:

- Resilient
- Creative
- Reflective
- Open-minded
- Thinkers
- Communicators



THINKERS



COMMUNICATORS



RESILIENT



REFLECTIVE



OPEN-MINDED



CREATIVE

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 weekly summaries 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 Head of School authorises 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, staff 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/BTEC course.

3.7 Homework

Homework is an important feature of learning at BISP and 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, a calendar is a very important tool for recording and monitoring homework and notes. Students should use their Google Calendar 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.

Recommended Time Allocation

Years 7 & 8: Maths, English, Science, Thai A, Modern Languages :1 per week approx 30 mins and timetabled/published

Geography and History - 1 per week approx 30 mins (these alternate) and timetabled/published

Art, Music, PE, DT, Drama, Computing - as required up to 30 mins and not timetabled or published

Year 9: Maths, English, Science, Thai A, Modern Languages: 1 or 2 per week approx 60 mins in total and timetabled/published

Geography and History - 1 per week approx 30 mins (these alternate) and timetabled/published

Please note that Geography and History Groups (a,b,c,d) are NOT Tutor Groups

Art, Music, PE, DT, Drama, Computing - as required up to 30 mins and not timetabled or published.

Years 10 & 11: 1.5 hours per IGCSE subject per week including review time and timetabled /published

Years 12 & 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.

Written Assessment	In class assessment done in silence and individually which contributes towards the examination or report grade. This is something students are made aware of and how much it is 'worth'
Oral Assessment	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'
Quiz	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.
Test	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
Presentation	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
Project Checkpoint	This is a submission deadline for a section of a longer project based piece of work. Non completion will result in sanctions being put in place for completion
Project Deadline	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.
Coursework: Draft Deadline	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.
Coursework: Final Deadline	
IA: Draft Deadline	Internal Assessments which are required by the examination board which students must complete as part of their IB. Non completion on the deadline date will result in assessment procedures for External Assessment.
IA: Final Deadline	
Exam	Scheduled assessment, all students will take at the same time, which is normally scheduled by the Key Stage Coordinator. This contributes significantly towards the examination and/or report grade. Students should be aware of how much it is 'worth'
Practical Assessment	In class assessment which will be a practical demonstration and/or application of skills.

3.9 Reporting to parents

Report Types:

1. Progress Report

These reports are one page with grades for Attainment, Attitude to Learning, Skills and Competencies and Tutor settling in comment in October/November.

2. Full Report

Full reports consist of subreports with comment and grades for Attainment, Attitude to Learning and Skills and Competencies 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 2026-27

Type of Report	Publish Date
October Progress - Y11 and 13	October
November Progress - Y7-10 and 12	November
Mid Year Reports Y13	December
Mock Report Year Y11	
Mid Year Reports Y7 - 9	January
Mid Year Reports Y10 & 12	
Mid Year Reports Y11	
Mock Report Y13	February
Exit Reports Y11 & 13	April
April Progress Reports Y7-10 and 12	
Exit Reports Y13 BTEC	May
End of Year Reports Y7-10 and 12	June

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

3.10 Learning 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 (online or in person) to discuss progress and achievement from the first term and agree further goals for the later stages of the year - students are always encouraged to attend. These conferences are scheduled for 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 values 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.
- Rise Above Awards.
- Referral to Tutor / Member of the Secondary Leadership Team / Head of Faculty / Principal.
- Parent contact.
- Subject board displays.

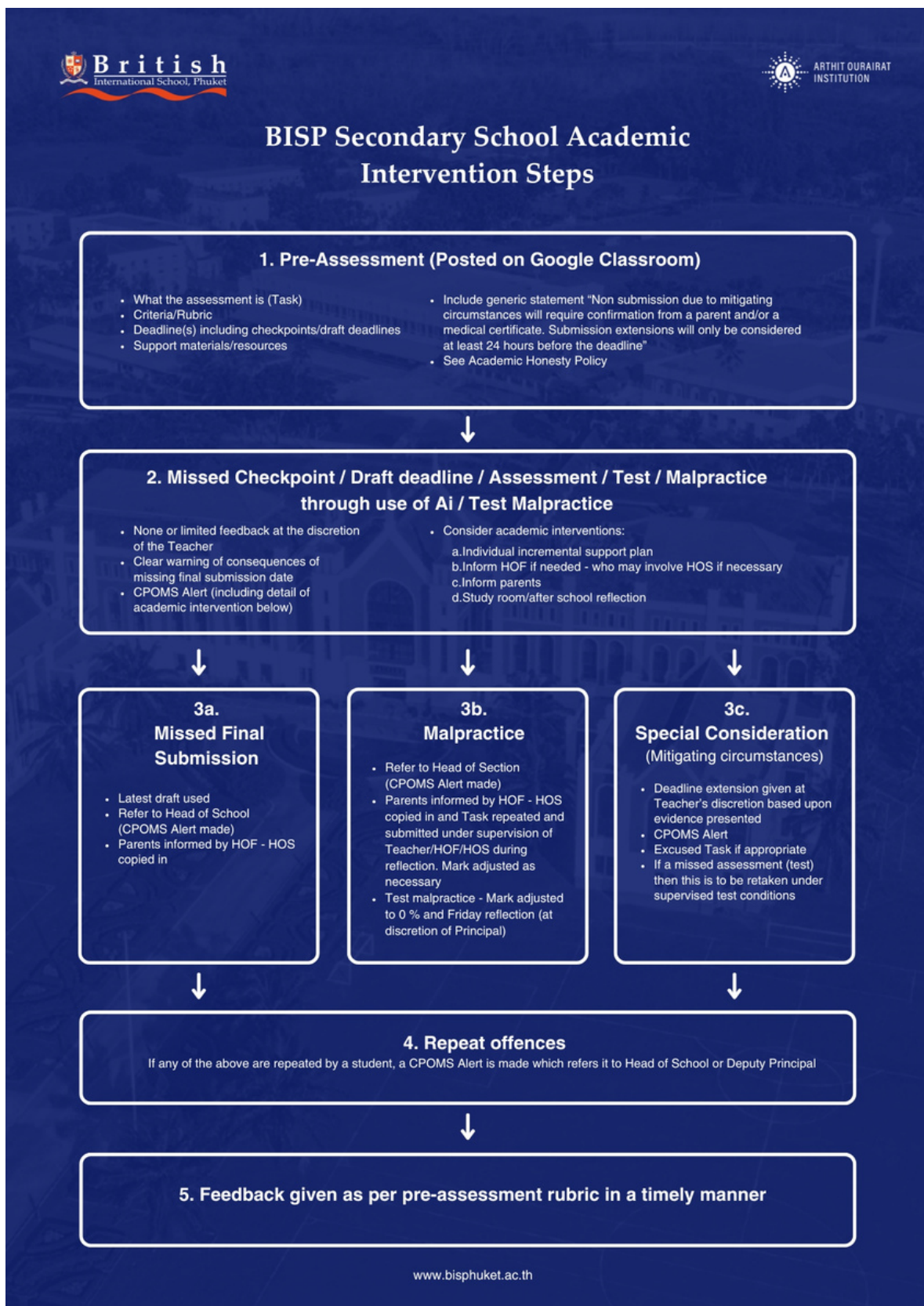
"Rise Above" Awards encourage and applaud students for the work they are doing as well as other aspects we feel should be recognised. Tracking of these rewards takes place so that students are rewarded and recognised by Assistant Heads of Section, Heads of Section, Deputy Principal and Principal as their recognitions accrue.

Awards 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 Reflection 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.

Academic Intervention Steps Process



3.13 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.

Academic Honesty and Artificial Intelligence

Our guidance is as follows:

AI ASSESSMENT SCALE
IGCSE GUIDANCE ON THE USE OF AI

Allowed use of AI

- **Brainstorm & Research:** Use AI for initial research and to explore ideas. Cite Everything: You must acknowledge all AI use, including the specific prompts you used.
- **Fact-Check:** Verify all AI-generated information and sources for accuracy and bias.
- **Quote Briefly:** Use short quotes from AI (around 50 words) only if you critically analyse them.
- **Get Technical Help:** Use AI for support like debugging code, as long as you document it and understand the process.

Prohibited Use of AI

- **Submit Uncited AI Work:** Any unacknowledged AI use is considered plagiarism.
- **Copy or Paraphrase:** Do not submit AI-generated text, images, or code as your own work.
- **Replace Your Thinking:** Do not use AI for the core analysis, evaluation, or creative tasks being assessed.
- **Use Long AI Passages:** Avoid using more than a few sentences of AI-generated text.
- **Fake Information:** Do not use AI to invent data, sources, or personal reflections.
- **Translate for Language Tests:** Do not use AI to translate work for a language assessment.

Cambridge IGCSE Citation Examples

For IGCSE the citation must include the AI program and version, the date of access, and the specific prompt(s) used.

- **In-Text Citation (for a brief quote):** When quoting a short passage from an AI, you should place the acknowledgement directly after the quote.
Example: "The Industrial Revolution was characterised by..." (OpenAI ChatGPT 4.0, 15 October 2025).
- **Bibliography / Reference List:** A full entry is required in your bibliography for any use of AI, whether for research or for a direct quote. This entry must include the full prompt you used. **Example:** OpenAI (15 October 2025). ChatGPT (GPT-4 version) response to "Provide a summary of the main social and economic impacts of the Industrial Revolution..."

AI ASSESSMENT SCALE
IB & BTEC GUIDANCE ON THE USE OF AI

The IB encourages students to use AI tools as a learning tool, rather than a substitute for critical thinking and independent work.

Allowed use of AI

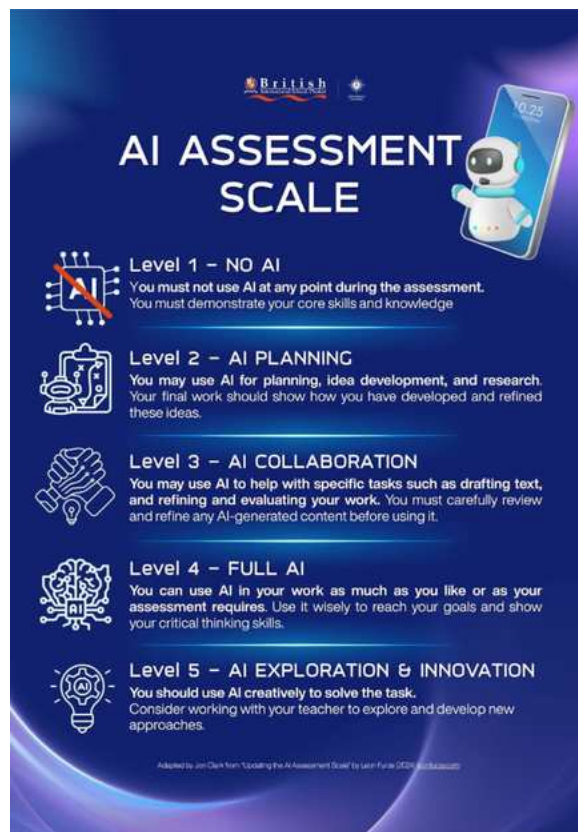
- **Aid Research and Understanding:** Use AI to get a summary of key points, find potential sources, or explore counter-arguments to broaden your awareness of a topic.
- **Cite All Use:** You must be transparent and cite any use of AI in the body of your work and provide a full reference in the bibliography, including the prompt you used.
- **Model Structure:** Ask AI for an example paragraph or essay structure to use as a model, which you then write in your own words.
- **Check Grammar:** Use AI for minor grammar and sentence improvements, but not for a complete rewrite of your work.
- **Get Feedback:** Use AI to "mark" your work and provide feedback for improvement, similar to asking a peer for advice (though this is discouraged for final IB assessments).

Prohibited Use of AI

- **Hide AI Use:** Failing to acknowledge AI use is a breach of academic integrity, even if the way you used it was otherwise acceptable.
- **Copy or Paraphrase Content:** Submitting AI-generated text as your own, even if you put it into your own words, is considered copying.
- **Develop Research Questions:** You cannot use AI to create your research question; this must be your own work, developed with your teacher.
- **Generate Reflections:** Using AI to write a personal reflection is forbidden, as it must be your own authentic thoughts.
- **Translate for Assessment:** You cannot use AI to translate your work for a language assessment, as it misrepresents your own language skills.
- **Use AI Quotes Without Reading Sources:** You cannot copy quotes provided by an AI into your essay without first finding, reading, and understanding the original source yourself.

IB & BTEC Citation Examples

- In-text citations should use quotation marks and follow the school's referencing style, e.g. "the development of the tools and variables required for..." (ChatGPT, 2023).
- The bibliography must include the AI tool, the prompt used, and the date of generation, e.g. OpenAI (23 February 2023). ChatGPT response to [example prompt].



3.14 The Learning Hub

The Learning Hub brings together the Secondary Library, Senior School Study Centre and wider academic support services into one unified learning environment that supports students academically and in planning for their future pathways.

Located across two connected floors, the Learning Hub provides access to reading resources, study support and research guidance for all Secondary students. The Secondary Library, located on the second floor, is open to all students and offers a welcoming environment for reading, research, independent study, collaborative learning and access to physical and digital resources. Comfortable seating, quiet study areas and flexible learning spaces make it an ideal place to read, complete homework, work on projects and explore new interests.

The Senior School Study Centre, located on the ground floor, provides a dedicated space for Year 12 and 13 students to study independently, prepare for assessments and receive academic support. Students can also access guidance on study skills, research techniques, academic honesty and developing effective learning habits.

The Learning Hub aims to foster a lifelong love of reading, intellectual curiosity and independent learning. Students are encouraged to make full use of the facilities, resources and support available, whether they are borrowing books, conducting research, seeking study advice, exploring future pathways or finding a quiet space to focus and learn.

Opening times and staffing

The Learning Hub is open from 7:30 AM to 4:30 PM, Monday to Thursday, and from 7:30 AM to 3:30 PM on Fridays. The Learning Hub Coordinator works across both the Secondary Library and Senior School Study Centre, supporting students with reading, research and academic learning. The Secondary Library, located on the second floor, is staffed by Library Assistants throughout the school day.

Resources

The Learning Hub brings together the Secondary Library, Senior School Study Centre and Secondary Resource Centre to provide a wide range of resources and support services for students and staff. The Library houses a collection of over 10,000 books and offers digital access to thousands of ebooks, magazines, newspapers and academic journals through platforms including Sora OverDrive, PressReader, JSTOR and Britannica School.

Resources are organised to support students of all ages and interests. The collection includes Fiction, Non-Fiction, Graphic Novels, English as an Additional Language (EAL) resources and books in a variety of languages. Fiction books are arranged by genre and interest level, while the Non-Fiction collection follows the Dewey Decimal Classification system.

The Secondary Resource Centre, which forms part

of the Learning Hub, provides curriculum resources and textbooks to support teaching and learning across the Secondary School.

Library Catalogue

The entire Library collection is searchable via our online catalogue, Infiniti, which is accessible at any time through the following link or via the two computers in the Library (Searches can be made by keyword, author, title, or subject):

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

Borrowing Rules

All members of the Secondary community are welcome to borrow books from the Library. If a book is currently on loan, users may place a reservation by speaking with a member of the Learning Hub team. Items can also be renewed at any time, provided they have not been reserved by another user.

Borrowers are expected to take good care of materials and return them on time. Items that are lost or damaged beyond repair will be invoiced.

The BISP Library Loans Policy is available from the Learning Hub, and borrowing rules are outlined below:

Borrower	Term Time Loans	Holiday Loans*
Years 7–9	Up to 5 books for 3 weeks	Up to 7 books
Years 10–11	Up to 6 books for 3 weeks	Up to 8 books
Years 12–13	Up to 10 books for 3 weeks	Up to 10 books
Staff	Unlimited books for 3 weeks	Unlimited books**
Parents	Up to 7 books for 3 weeks	Up to 10 books

*Holiday borrowing is available provided there are no overdue items on the account.

**All items must be returned or renewed at the end of each academic year.

3.15 Learning Support

The Learning Support (LS) department assumes a solutions-driven approach in supporting our learners in order to maximise potential. This means looking closely at our students and our pedagogical approaches to find ways to support any identified needs. The LS department works closely with parents and staff to help understand the nature of a particular barrier to learning. The department is student centred and considers practical ways to create change for a student in order to efficiently move a student towards greater independence and confidence. This is supported by collaborative investigation, interventions and assessment, coordinated by our department and recorded for staff to access.

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 team 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)

English Language Acquisition (ELA) 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 an Additional 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. ELA students follow a bespoke pathway leading to mainstream integration.

3.17 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, 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, question, 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.

In relation to the university counselling of students in Year 12 and 13, the counsellors work with staff to encourage students to:

- Support students in all aspects of the college process. This includes guiding course selection, exploring career pathways, researching universities, preparing applications, writing personal statements, and meeting key deadlines to ensure a smooth and successful transition beyond school.

NURTURING WELLBEING

4.1 Child Protection and Safeguarding

The Designated Safeguarding Leads for Secondary School are:

- **Tim Pearson - Principal**
- **Samantha Cockerill – Deputy 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 (e.g. 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 Designated Safeguarding Leads for Secondary, Samantha Cockerill Deputy Principal scockerill@bisphuket.ac.th and Tim Pearson tpearson@bisphuket.ac.th 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:

Siren-out  Fire Evacuation Procedure An Intermittent Electronic Sound	Bell-in  Lockdown Procedure A continuous ringing of the school bell with the voice command "Lockdown, Lockdown"
1. Any person discovering a fire must: ➤ Operate the nearest fire alarm. ➤ Alert nearby staff. 2. When the alarm sounds, follow your teacher's or leadership team member's instructions. 3. Do not stop to collect personal belongings. 4. Walk in an orderly manner to the assembly point. 5. If not in class go to the nearest assembly point. 6. Remain at the assembly point until the "All-Clear" has been given.	1. If not in the classroom proceed to the nearest classroom. 2. Close, lock and barricade the door. 3. Move away from the door and windows. At all times stay quiet and calm. 4. Only admit students and teachers to the classroom, identify them first through the window. 5. If there is a clear and immediate danger move away from the danger. 6. Do not leave the room until the "All-Clear" has been given. (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)

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, including the relevant medical certificate. Boarders should store all medication with the nurse and report as required to the infirmary to take medication. 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

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, Assistant and Heads of Section 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.

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
- Sexual health and relationships education - Substance misuse - Nutrition - Sleep - Mental Health	- Gratitude - Utilising character strengths (VIA) - Self-regulation - Self-image - Self-esteem	- Interpersonal connectedness - Diversity and Discrimination - Conflict resolution - Personal safety	- Mindfulness - Meaning, purpose and direction - Global citizenship - Diversity and intercultural understanding	- Coaching process - Personal pathways - Career education and guidance - Student agency and leadership - Goal setting

4.7 Counselling and Guidance

The Counsellor's role is to support students to form healthy goals, mindsets and behaviours. With the aid of a school counsellor, students learn to develop effective collaboration and cooperation skills, to practise perseverance, to develop time management and study skills, and to learn self-motivation and self-direction habits.

Our School Counsellors work with the support framework recommended by International School Counselling Association (ISCA) which include providing professional social-emotional assistance and support to a student or small group of students during times of transition, heightened stress, critical change or other situations impeding student well-being and success. Our School Counsellors do not aim to provide therapy or long-term counselling within the school setting. However, they are clinically equipped to recognize and respond to student mental health needs, and will assist students and families in accessing appropriate resources. When external options are limited, our counsellors may provide ongoing support as needed within the scope of their role. less there is 'significant or immediate risk of harm' to anyone relating to the information shared.

Our School Counsellors have an approach which prioritises:

1. 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.
2. Goal-Oriented Support: Counsellors help students identify clear, achievable goals and focus on practical steps to reach them, fostering a sense of direction and agency.
3. Cognitive Restructuring: Students are supported in recognising and challenging unhelpful thinking patterns, learning to replace them with more balanced and constructive thoughts.
4. Strengths-Based Focus and Reflection: Rather than dwelling on problems, counsellors highlight students' existing strengths and past successes to build confidence and resilience. Students are also encouraged to track progress, reflect on what works, and adapt strategies, promoting greater self-awareness and long-term growth.
5. Solution-Building Dialogue: Counsellors use targeted questioning to help students envision preferred outcomes and identify small, manageable actions that move them forward.

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

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 the reasons for such absence fall into the following categories:

1. BISP educational visits or field trips.
2. BISP Sporting events (fixtures or sports competitions etc).
3. Enrichment courses or opportunities endorsed by the school
4. Absence for exceptional circumstances agreed by the Principal e.g. close family weddings; funerals; compassionate leave etc.

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. If a student is too sick to attend classes then they should not be attending activities after school.**

The Secondary secretaries will call parents of absent students if they haven't received notification via secondary@bisphuket.ac.th or other means.

Medical and other appointments should be scheduled after school or during free periods to minimise the loss of class time. 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.

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

- Tutors are to mark students late to morning registration if they arrive after 7:50 am when the registration opens without a note/message from parents/guardians.
- Students must report to the Secondary Administrative Office to sign in after the AM registration is closed (after 8.05am) so that their late mark can be processed.
- Assistant Heads of School monitor lateness and will contact parents if patterns of lateness to morning registration develop.
- If a student reaches 5 morning registration lates, they will receive a Friday after school reflection with the Secondary Principal
- If a student reaches 10 morning registration lates, they will receive Saturday morning reflection with the Secondary Principal.
- If a student continues to be late to morning registration after their Saturday morning reflection, this will be escalated to the relevant Head of School who will contact parents for a meeting to discuss this further.

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 weddings; funerals; compassionate leave etc

Online Learning in this context is intended to:

- Enable a student to maintain reasonable contact with their classes during a period of absence;
- Identify key tasks for a student to reasonably complete given their context (usually asynchronous study);
- Ensure the student has access to resources allowing them to understand the content that is being taught in their absence.
- Support transition back to regular school;

Planned absence requires students to:

- Notify their teachers of planned absence at their earliest convenience;
- Discuss what they need to do with teachers prior to absence;
- Check on Google Classroom for work set and work with teachers proactively on their return to fill gaps in understanding;

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 the [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;
- 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 vape/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.

Student Code of Conduct

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

Device Use - Supporting Focused Learning and Healthy Balance:

We want every student to be fully present, engaged, and ready to learn throughout the day. Reducing unnecessary screen time — particularly before school and during breaks helps support better focus, social interaction, and overall well being.

Our expectations: To foster a positive and distraction-free learning environment, we encourage responsible and respectful device use. The following guidelines aim to support students in using technology effectively and appropriately.

Device-free time: From 7:30am until the end of the school day (after the last lesson) all devices (phones, headphones, airpods, iPads, laptops) should be kept out of sight and on silent. Exceptions are made when a teacher gives permission (or with approval from the IB Coordinator in the Senior School Study Centre for Year 12/13 students). We then encourage students to self-regulate their device use thoughtfully and respectfully after school.

Safe storage: Devices should be stored securely and safely out of sight in bags or lockers. To ensure the safety and wellbeing of all students, devices should not be used in the following areas:

- Bake (except for brief use to make a payment)
- Toilets and Changing Rooms
- Staircases

Urgent use: If students need to send a quick message or make a brief call, they are welcome to do so at the Secondary Office or IT Office using their own device.

Library use: Device use in the library is permitted during lesson times and after school when supervised by a teacher. For study during breaks: Students who would like to use their devices for schoolwork during break or lunch should head to the Quiet Study Room.

Gaming on campus: To maintain a learning-focused environment, gaming is not allowed during the school day.

If a device is used inappropriately: In instances of inappropriate device usage, any staff member observing such use will respectfully request the student to submit the device. The device will then be taken to the IT department for secure storage, and a log of all devices submitted will be maintained. Please note that the school cannot assume responsibility for any damage that may occur during this process. Should a student be unable to comply with the request to submit the device, they will be referred to the Secondary Office for a calm and respectful resolution of the matter.

Printing: Using a device next to the printer for a SHORT (i.e. 1-2 minutes) period is acceptable to facilitate printing but not for other purposes.

Events guidelines: Phone use at school events will be shared ahead of each event.

Consequences: Repeated misuse of devices will result in a planned reflection (in line with late reflection: If a student has 5 device misuses logged, they will receive a Friday after school reflection. If a student reaches 10 device misuses logged, they will receive a Saturday morning reflection with the Principal.

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 break time snack and lunch from the Refectory or purchased at BAKE. Food and drink should only be consumed in a designated area and not in any classroom without staff permission or while walking around inside the School. No eating should take place on the Sports Field or in the Sports Halls.

Verbal warnings should be given when students misbehave by passing staff or by those on duty. If the issue is considered more serious, immediate "time out" should be given and the student taken to the Secondary School Office. It is the responsibility of the member of staff on duty to record these incidents so that if the same student offends regularly appropriate action is taken.

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 Head of Senior School.

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 wellbeing.

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 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!)

Conduct on School transport

Students should know the following rules for the buses:

- Follow the instructions of the bus driver/monitor at all times;
- Wear a seatbelt at all times;
- Stay in the bus seat until the bus has stopped moving;
- Treat the bus and others with respect. For example no intentional damage to the bus
- Show care and consideration for others at all times;
- Be safe and keep others safe through considerate behaviour.

Cycling and Motorbike/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 motorbike/car licence 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, X, Instagram 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 Quiet Study Room 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

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

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**.

SCHOOL UNIFORM

DRESS CODE FOR SECONDARY STUDENTS



YEARS 7-11



BISP Blue Shirt



White Shirt & School Tie
for formal occasions only



BISP Zipper Hoodie



BISP Pullover Hoodie



BISP Shorts



BISP Skirt



Black Tailored Trousers
tailored-not denim, tight fitting or 3/4 length



Black Shoes
completely black



Socks
black / grey / white

YEARS 12-13



BISP White Shirt



BISP Formal Tie



BISP Zipper Hoodie



BISP Pullover Hoodie



BISP Tartan Skirt
length just above the knee



Black Tailored Trousers
tailored-not denim, tight fitting or 3/4 length



Black Shoes
completely black



Socks
black / grey / white

BISP SPORTS & HOUSE TEAM KITS



BISP Sports Shirt



BISP Sports Shorts



BISP House T-Shirt



Training Shoes

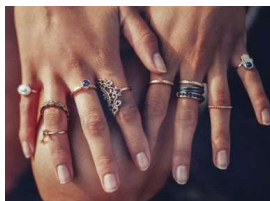
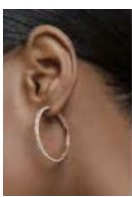
Uniform regulations

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?
Footwear: 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. Footwear must be completely black and not have decorative features.	Standards of professional dress
Skirts and shorts: Should be worn modestly above the knee. Skirts should not be 'customised' to reduce length.	To model appropriateness and respectability.
Trousers: 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.
All uniform: Must be BISP merchandise (unless exempt). Uniforms must fit appropriately, not too loose or too tight.	To promote uniformity of appearance. Uniforms are fit for purpose and fit for appearance.
Hygiene: Students should appear neat and presentable, and should be conscious of hygiene.	Health and hygiene of self and others.
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.	
Earrings/Piercings: Must be discreet and not invite comment. Large stones, large loops or hanging earrings are not allowed. The number of earrings in each ear should be conservative. Visible body piercings (including face piercings in tongue and nose) are not permitted.	Professional standards
Necklace: One discreet, plain necklace is allowed.	
Bracelet/Anklet: One bracelet and one anklet on each wrist/ankle are allowed.	
Rings: One simple band ring on each hand is allowed.	
Makeup and nail varnish: Any use of makeup should be minimal. Nail varnish and nail length should be discreet and not invite comment	
Tattoos: Visible tattoos are not permitted	

Uniform Regulation	Why?
Headphones/Earphones: 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
Mobile Phones: Not seen or heard without permission from a teacher between 7.30am until the end of school	Online safety and social interaction

Summary of Uniform expectations

Rings One simple band ring on each hand is allowed	
Appropriate/Allowed	Not appropriate/not allowed
	
Piercings 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 and nail length 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 a copy of their original licence via email.

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

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. House activities and relationships are forged through participation in Art, Music, Sport, Culture, Leadership, Play, Enterprise, Knowledge and Service.

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.



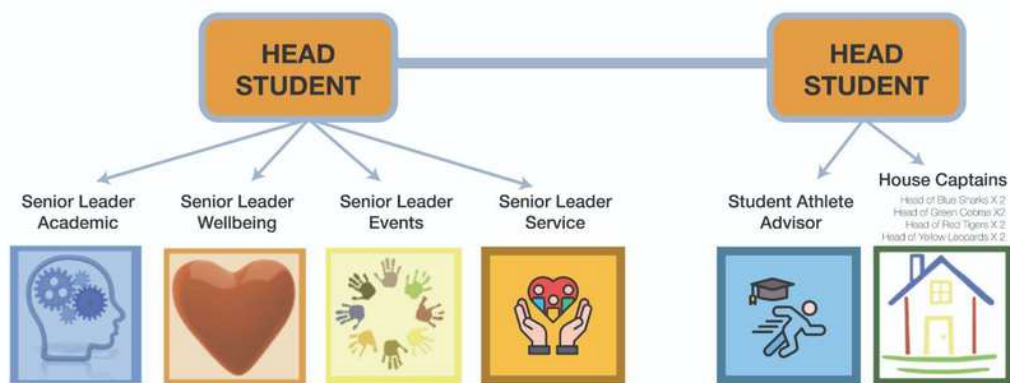
5.2 Student Voice and Student Leadership

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.



Student Leadership



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 and BTEC 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.

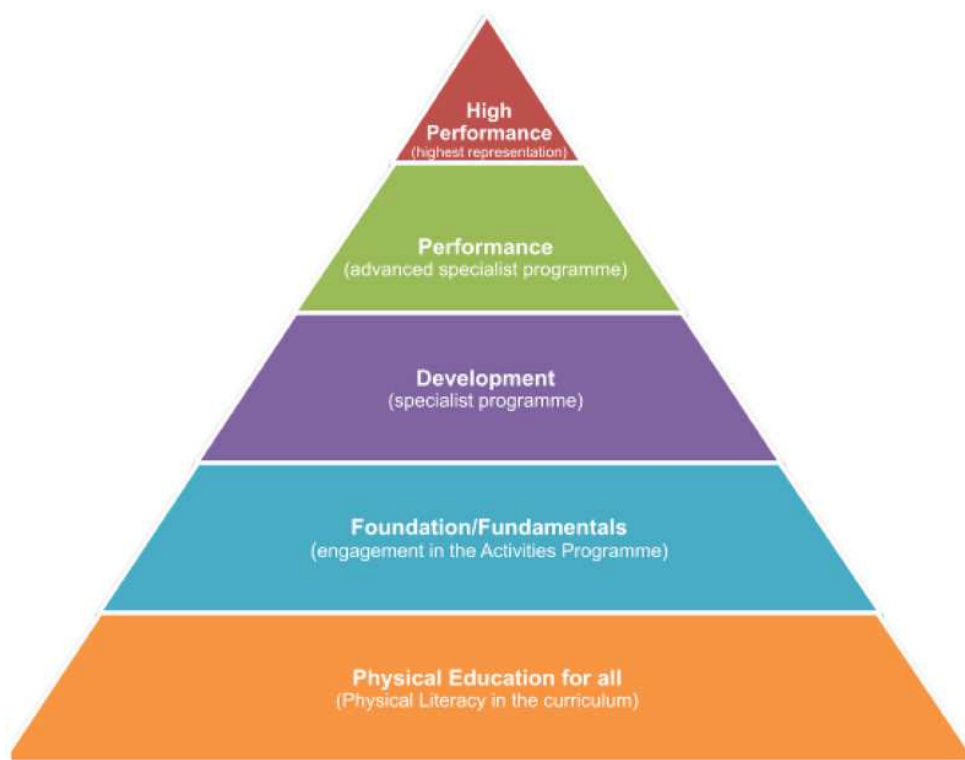
Students receive Physical Education in each year of their schooling until Year 11, where they learn physical literacy skills, and the knowledge and understanding associated with a sequenced and developmental programme of sport and physical exercise.

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 Director

As well as hosting regular fixtures and tournaments 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 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.

At our Golf facility, we have a 6-bay driving range complemented with GC3 launch monitors to track athlete progress. This forms an integral part of our golf instruction at all levels. Launch monitors provide coaches with valuable ball data, and smart vests help to assess the biomechanics of our players. In addition to this, we have a purpose-built outdoor area to practice short game chipping and putting.

BISP athletes enter various local and international golf tournaments, including Olympic and professional events and benefits from close working relationships with local courses Loch Palm, Red Mountain and Laguna.

Tennis

Our Tennis Academy is partnered with GPTCA (Global Professional Tennis Coach Association) and has a status of Academy Professional, which is recognised worldwide. Our goal is to be recognised as the top Tennis Academy in Asia.

Tennis is introduced in 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 where UTR (universal tennis ranking) points are available.

We offer tennis scholarships to our High Performance players with a full training program including work on mental focus, nutrition, injury prevention, fitness, parents meeting, players reviews. The tennis Academy also offers group adult clinics, private lessons, semi-privates, Cardio tennis and restringing services.

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 BISP Sea Eagles 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 development squads designed to cater to different ages, abilities, goals and competitive levels. The pinnacle of our 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 (LTAD) and focuses on enjoyment and multi-skill application. Our biggest swim event of the year is the BISP Sea Eagles Invitational where we host of 500 swimmers from across Asia to compete in a 3 day TASA approved swim meet.

The BISP High-Performance Swimming Academy consistently produces swimmers who excel at a national and international level. Our athletes have competed at the Olympic Games, World Swimming Championships, Commonwealth Games, South East Asian Games and various levels of junior competition worldwide.

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, which draws its cast from all sections of the school.

Dramatic Productions

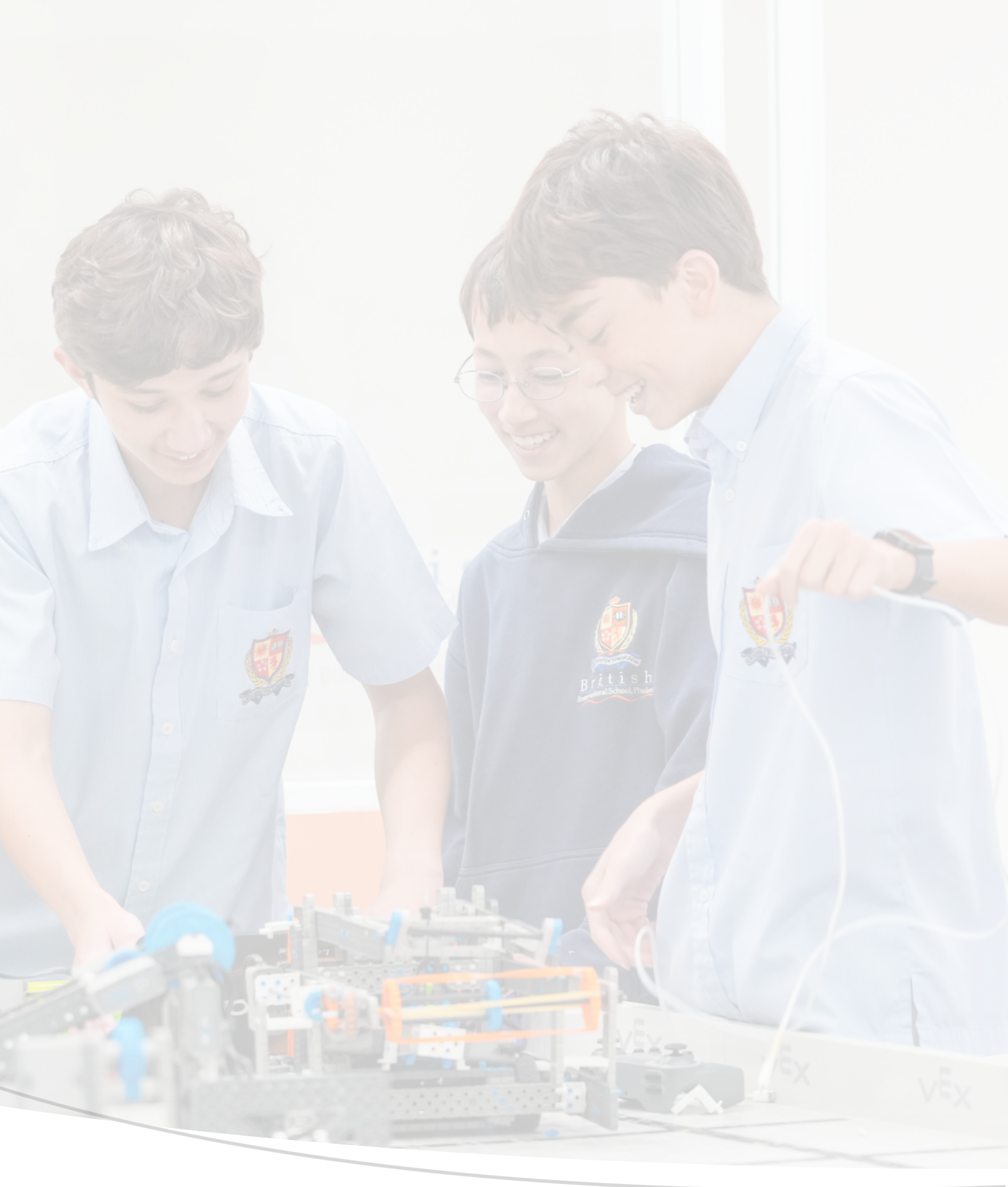
Aside from involvement in the major musical productions, the Drama department contributes to regular dramatic performances. These include celebrations and assemblies, as well as productions related to the external examination coursework.

Music Concerts

These take place throughout the year across the school. Major events include 'Primary Performing Arts Winterfest', 'A Celebration of Music Week' and 'Battle of the Bands', in addition to regular lunchtime concerts. One of the highlights of Term 1 is the senior production, which is a musical every second year. In Term 2, our students all perform in a musical as part of 'World Theatre Week'. Aside from formal concerts, school instrumental and vocal ensembles perform throughout the year at school events including the 'Christmas Fair', traditional Thai festivals, 'Soccer 7's' and 'International Day'.

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.



AN ARTHIT OURAIRAT INSTITUTION

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