

# SECONDARY HANDBOOK



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## PRINCIPAL'S MESSAGE

### MARTYN SMITH, THE PRINCIPAL



Welcome to The Regent's International School Bangkok. This is a very special school and one that offers every young person the opportunity to develop to the highest of standards. We believe in educating every child as a whole person so that they flourish in and out of the classroom.

We promote holistic values that make all of our pupils good, capable people as they grow up. Skilled, enthusiastic and well qualified teachers work hard to make sure pupils gain the best possible results. We encourage our pupils to develop interests and passions that will remain with them through life. We want your child to become a well-rounded leader of the future.

All our staff are ambitious for every pupil and we understand that there is nothing more important in the life of any parent than the happiness, safety and success of their children. At this time the health of your child is of the highest priority. Regent's will provide the ideal environment for learning, achievement and personal development.

We have prepared this Handbook to help you understand the running and organisation of the school. The Handbook covers most aspects of school life; please retain it for future reference. However, we also appreciate you may have some unanswered questions and you are always welcome to contact school at any time over any matter. Here is looking forward to an excellent school year!

Martyn Smith  
B.Ed. (Hons.) in Educational Studies,  
B.Ed. in P.E. & History  
[principal@regents.ac.th](mailto:principal@regents.ac.th)





## HEAD OF SECONDARY MESSAGE



Welcome to the Secondary School of Regent's International School, Bangkok. This handbook aims to outline our core values as well as provide you some of the operational information that you may need to know about the school. There are also more detailed handbooks available on each Key Stage via our Admissions Office and website. If there is any question that is left unanswered, then please do not hesitate to contact us, or, even better, come and visit us.

Regent's International School is a warm and welcoming environment. Our goal is for every child to have a secure place where they can further their knowledge, develop their learning and hone their social skills through providing a rigorous academic curriculum along with opportunities beyond the classroom.

The world is constantly changing, knowledge is limitless and the future unknown. It is our aim to ensure that students not only excel in their academic life, but also become prepared for society and develop into 'well rounded leaders of the future'. At Regent's International School, we provide a broad and balanced curriculum with

a global dimension. We offer a range of excellent learning opportunities for every child both in and beyond the classroom.

The learning of English is a key component of our curriculum. We have a unique and differentiated curriculum that supports all students of different levels of English. All students are assessed using the Common European Framework and all teachers aim to support every individual in accelerating their ability to speak, listen, read and write English.

The IB learner profile and the IDEALS of Round Square are at the heart of everything we do throughout all key stages. As educators, we seek to support students in becoming successful, confident and responsible learners. As a school we aim to ensure that students become internationally minded citizens capable of bringing about positive change.

At Key Stage Three (Y7-9) we follow the UK National Curriculum framework with a more international dimension. This curriculum is made up of a range of subject areas with an emphasis on furthering functional and thinking skills developed in Primary School through a variety of disciplines.



At Key Stage Four (Y10-11) students follow the IGCSE programme. At IGCSE, students are able to opt for some specific subjects but are encouraged to continue learning through a broad curriculum. At the end of the programme students take external examinations that are recognised throughout the world and in Thailand.

At Key Stage Five (Y12-13) students embark on the internationally renowned IB Diploma programme. Through this programme, students study three subjects at higher level and three at standard level. They also have to complete an independent research essay (EE), take part in Community, Action and Service (CAS) and study Theory of Knowledge. These core areas of the Diploma further support our core values and ensure that students are prepared for university and lifelong learning.

Beyond the formal curriculum, students also have the opportunity to develop their leadership skills as citizens for the future. We offer a range of trips, events and enrichment activities, including internal to international debates, world scholarship contests, student exchanges, Round Square conferences, Model United Nations conferences, TedX talks, music ensembles to rock bands, drama, musicals, curriculum field trips, cultural events and trips, outward bound expeditions, the prestigious International Award and much, much more. We also offer the pastoral care that is critical for your child to enjoy their learning and become an increasingly confident young adult.

Our exam results at IGCSE and IB Diploma level are excellent. International organisations, including International Baccalaureate (<http://www.ibo.org>), Council of International Schools (<http://www.cois.org>) and Fobisia (<http://www.fobisia.org>), recognise the sound all-round education that we provide children. After attending Regent's International School, many of our students go on to study a variety of courses at a range of universities across the world. Universities our students have attended include some of the most prestigious universities in the USA (such as Chicago and Stanford), the UK (including Oxbridge), Canada (including UBC) as well as in Thailand, Hong Kong, Australia and many other places.

At Regent's International School, Bangkok, children benefit from an excellent learning environment, working with our well qualified and experienced staff, a group of dedicated professionals who are passionate about teaching children, experienced in teaching their subjects and specialisms and who are also always striving for success in their teaching strategies and classroom practice.

Through a strong partnership between teachers, parents and pupils, your child will have the opportunity to flourish as a learner and as an individual.

I look forward to meeting you in person.

Yours sincerely,

Dr Peter R Jones

B.A. (Hons), M.Sc., Ph.D., P.G.C.E.

Head of Secondary



# GUIDING STATEMENTS

## VISION

To bring out the best in everyone.

## GUIDING STATEMENTS

1. Regent's International School aims to create a stimulating environment where children and young people are inquisitive so that they can value personal and academic inquiry and research.
2. Regent's International School aims to create an academically rigorous environment where children and young people are knowledgeable so that they can understand the world around them and contribute a broad and balanced range of disciplines.
3. Regent's International School aims to create a challenging environment where children and young people are inventive thinkers so that they can critically, creatively and innovatively solve problems.
4. Regent's International School aims to create an inclusive environment where children and young people are well-rounded so that they have a balanced and confident approach to life-long personal development.
5. Regent's International School aims to create a respectful environment where children and young people are strong communicators so that they can work with individuals and teams, listening, sharing and collaborating.
6. Regent's International School aims to create an ethical environment where children and young people are principled so that they can act with responsibility to themselves, other people and our planet.
7. Regent's International School aims to create a culturally rich environment where children and young people are open-minded so that they appreciate diverse views and values and have well developed social skills in a range of contexts.
8. Regent's International School aims to create an encouraging environment where children and young people are inspired to be courageous so that they can have tenacity and take risks to go beyond the familiar.
9. Regent's International School aims to create a caring environment where children and young people are compassionate so that they use their respect and empathy to make a positive difference.
10. Regent's International School aims to create a nurturing environment where children and young people are self-aware so that they can reflect on their own learning and development and effective self-management skills.





# ROUND SQUARE



**Discover the world  
and make a  
difference.**

Round Square is based on the theories of experiential educational philosopher Kurt Hahn who believed that schools should have a greater purpose beyond preparing young people for college and university. Dr. Hahn believed that it was crucial for students to prepare for life by having them face it head on and experience it in ways that demand courage, generosity, imagination, principle and resolution. As a result, he felt that young people would become empowered and develop the skills and abilities to be the leaders and guardians of tomorrow's world.

Round Square schools are founded on a philosophy which embraces a series of six pillars or precepts which can be summed up in the word IDEALS. They are Internationalism, Democracy, Environment, Adventure, Leadership and Service. Students at Round Square schools make a commitment to addressing each of these pillars through exchanges, work projects, community service and adventure. The overriding goal is to ensure the full and individual development of every student as a whole person through the simultaneous realization of academic, physical, cultural and spiritual aspirations.

## INTERNATIONALISM

The most powerful force in advocating and promoting international understanding is exposure to different cultures. Students from all nationalities are welcomed into each school. They are taught to appreciate value and respect all cultures, religions and languages. Students learn to see themselves as global citizens and are asked to look beyond gender, class, race, nationality and culture to understand human nature.

We organise term-length exchanges among students, GAP students (who are pre-university, post-secondary) and faculty. Annually, delegations of students and staff gather at a member school to attend an international conference and work on solving world issues. Students are also encouraged to join international service projects.

## DEMOCRACY

Teaching students both the values of democracy and the importance of active participation in democracy is essential to Round Square schools. Freedom of thought and speech is greatly encouraged and appropriate forums and channels of communication are set in place. Students are also taught to appreciate the





importance of self-discipline and are trained and expected to share in the running of the school. Therefore, student government and a genuine sense of responsibility in the management of the school are goals in all Round Square schools.

## ENVIRONMENT

Students are taught the importance of tending to the future of the planet. Round Square students are expected to demonstrate an active interest and concern for all natural environments, to be aware of proven problems and to play a practical role in tackling environmental issues. Students are taught the fine balance and the interdependence needed to maintain a healthy relationship between human beings and the planet. Special programmes, work projects and curricula all emphasise each young person's destiny to be a guardian of human society and the global environment.

## ADVENTURE

Building the body and soul through adventure, meeting the physical challenge and developing an appreciation of the outdoors: these are all central to Round Square schools. At The Regent's International School, Bangkok we arrange outdoor and extra-curricular activities that challenge and strongly engage students, individually and within groups – in ways that promote personal growth and self-discovery. All students are expected to participate in Outward Bound type activities which will foster a spirit of adventure and the realization that students can be so much more than they might have imagined. We also incorporate adventure programmes for various grades into school calendars and invite students from other member schools to join in.

## LEADERSHIP

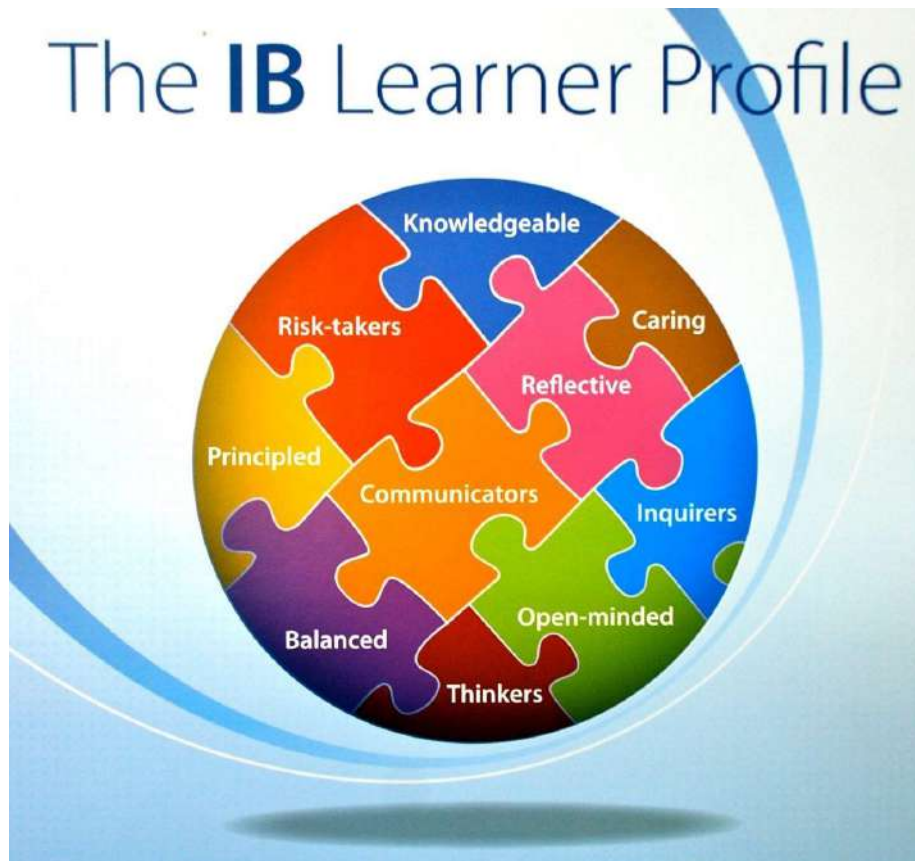
Students are taught that true leadership is found in those whose convictions are rooted in personal responsibility, kindness and justice. Opportunities for student leadership in the school's community are fostered. Leadership roles, held by senior students, in particular, are substantial and range from management of housekeeping positions to holding key leadership positions. A high level of responsibility is passed on to students individually and collectively. Round Square committees in schools are chaired by students, and various leadership positions of consequence are shared by the students. The annual conference is an ideal forum for students to demonstrate leadership skills, both in the planning process and public administration.

## SERVICE

A key method used by Round Square to prepare students for life is by the expectation of serving others. Each student is encouraged to perform a substantial number of service hours, either in school sponsored, regional or international projects. Round Square international projects have been in existence since the early eighties, occurring in developing countries, where both staff and students from all Round Square schools work together in constructing buildings and water systems. We often train students in skills to help in emergency or disaster situations. To help in funding these projects, students raise money for the Prince Alexander Project Fund, to supply construction materials for the projects.



# THE IB LEARNER PROFILE



"The IB Learner Profile is the IB mission statement translated into a set of learning outcomes. The aim of all IB Programmes is to develop internationally-minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world" (IB, 2006)

## INQUIRERS

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

## KNOWLEDGEABLE

They explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.



## THINKERS

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

## COMMUNICATORS

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

## PRINCIPLED

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

## OPEN-MINDED

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

## CARING

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

## RISK-TAKERS

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

## BALANCED

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

## REFLECTIVE

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their development.



## GENERAL SCHOOL INFORMATION

1. Regent's International School, Bangkok was founded in 2000. We are fully licensed with the Ministry of Education and are accredited by The Council of International Schools (CIS). We are an International Baccalaureate World School. We are a private institution, run according to the English National Curriculum. Regent's School has been approved by the Foreign and Commonwealth Office for the children of British Embassy staff residing in Thailand.
2. We are also a member of the following organisations:  
 FOBISIA – The Federation of British International Schools in Asia - <http://www.fobisia.org/>  
 The Round Square Organisation - [www.roundsquare.org](http://www.roundsquare.org)  
 ISAT – International Schools Association of Thailand – [www.isat.or.th](http://www.isat.or.th)  
 CIS – The Council of International Schools – [www.cis.org](http://www.cis.org)  
 IB – The International Baccalaureate Organisation – [www.ibo.org](http://www.ibo.org)  
 The Boarding Schools Association - [www.boarding.org.uk](http://www.boarding.org.uk)
3. Regent's International School, Bangkok is an English-medium school, whose curriculum is based on the English National Curriculum, IGCSE and the International Baccalaureate.
4. Regent's International School, Bangkok, Rama 9 Campus is located at 601/99 Pracha-Uthit Road, Wangthonglang, Bangkok.
5. Regent's International School's Boarding Community is located at the Cultural Centre Campus, 592 Pracha-Uthit Road, Huay Kwang, Bangkok. The male boarding house has spacious accommodation on the fourth and fifth floors of The Hub Building. The female boarding house is situated towards the front of the campus. Both houses are modern, well equipped, comfortable and safe. Rooms are air conditioned and Wi-Fi internet connection is provided. The boarding staff look after the pastoral needs of the students to a very high level.
6. The Rama 9 Campus, opened in 2009, provides modern and spacious accommodation on four floors, for the Early Years and Primary Departments in the Primary Block and Secondary in the Secondary Block. Facilities include a multi-purpose auditorium, well-stocked libraries, up-to-date ICT provision, including digital projectors in all classrooms - and provision for music, art and drama in the Arts Block. The grounds have been carefully landscaped to provide a very pleasant playground, basketball covered area, 25m swimming pool and a large multi-purpose synthetic surfaced, floodlit sports field. Regent's School's campus has 24-hour guard surveillance.

### Other useful information

Main school website: <http://www.regents.ac.th/>

Our Regent's Secondary Parent website: <https://sites.google.com/regents.ac.th/parents/home>





# SECONDARY SCHOOL ORGANISATION



## Tutors

Responsible for each of their tutees' academic performance and wellbeing

- KS4 & IGCSE (10-11): Ms Kim Allcroft
- Head of Sixth Form: Mr. Darron Gray

## Subject Teachers

Responsible for teaching and learning within the classroom.

## Heads of Department

Responsible for standards, curriculum, teaching and learning and assessment in their subject area.

## Key Support Staff

Head of EAL, two learning support teachers, Student Welfare Officer

## Key Stage Coordinators

Oversight of student academics and wellbeing

- KS3 Coordinator (7-9): Ms Natasha Overy

## Deputy Head (Academics)

Mr Charles Barrow

**Deputy Head (Pastoral and Boarding)** Mr Tim Bayley

## Assistant Head (Whole School ICT)

Mr Chris Reveley

## Head of Secondary

Dr Peter R Jones

## Principal

Mr Martyn Smith

All staff list can be found at

<http://www.regents.ac.th/373/about-us/our-staff>



# SCHOOL CALENDAR 2020-2021

Regent's International School, Bangkok - Term Dates Calendar 2020-2021							
	Sun	Mon	Tue	Wed	Thu	Fri	Sat
August 2020							1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31					
17-18: New Staff Induction, 19-21: WS Staff INSET Term 1: 24 Aug 2020 - 11 Dec 2020							
	Sun	Mon	Tue	Wed	Thu	Fri	Sat
September 2020			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30			
25: Holiday (School Closed)							
	Sun	Mon	Tue	Wed	Thu	Fri	Sat
October 2020					1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31
12-16: Half-term break 23: Chulalongkorn Day (No holiday)							
	Sun	Mon	Tue	Wed	Thu	Fri	Sat
November 2020	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30					
13: Thai Cultural Celebration (No holiday)							
	Sun	Mon	Tue	Wed	Thu	Fri	Sat
December 2020			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31		
5: Father's Day/National Day 7: Substitution of Father's Day/National Day ( School closed) 11: Last Day of Term 1							
	Sun	Mon	Tue	Wed	Thu	Fri	Sat
January 2021						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
Term 2: 4 Jan 2021 - 9 Apr 2021							



	Sun	Mon	Tue	Wed	Thu	Fri	Sat	
<b>February 2021</b>	7 14 21 28	1 8 15 22	2 9 16 23	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	12: Chinese New Year (School closed)/WS Staff INSET 15-19: Half-term break
<b>March 2021</b>	7 14 21 28	1 8 15 22 29	2 9 16 23 30	3 10 17 24 31	4 11 18 25	5 12 19 26	6 13 20 27	
<b>April 2021</b>	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24	9: Last Day of Term 2 13-15: Songkran Holiday  Term 3: 26 Apr 2021 - 25 Jun 2021
<b>May 2021</b>	2 9 16 23 30	3 10 17 24 31	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29	
<b>June 2021</b>	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24	11 18 25	12 19 26	3: Queen's Birthday (School closed), 4: WS Staff INSET (School closed)  25: Last Day of Term 3 Summer Camp: 28 June 2021 - 16 July 2021
<b>July 2021</b>	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24 31	

*The school calendar may be subject to minor adjustments in light of any government announcements.*



# SCHOOL DAY

TIME	PERIOD
07.45	Students move to Tutor Period
07.50-08.00	Tutor Time
08.00-08.30	Period 1
08.30-09.00	Period 2
09.05-09.35	Period 3
09.35-10.05	Period 4
10.05-10.25	Break
10.30-11.00	Period 5
11.00-11.30	Period 6
11.35-12.05	Period 7
12.05-12.35	Period 8
12.35-13.20	Lunch
13.25-13.55	Period 9
13.55-14.25	Period 10
14.25-14.55	Period 11
14.55	Finish
15.10-16.00	Extra Curricular Activities





# THE CURRICULUM

## THE CURRICULUM CONTINUUM

Below outlines the main subjects of the curriculum. More details can be found in the Key Stage handbooks and on our website.

The Regent's International School Curriculum	Key Stage 3: Y7-9 International School Curriculum	Key Stage 4: IGCSE Programme (Y10-11)	Key Stage 5: IB Diploma Programme (Y12-13)
Group 1 First Language	English Thai Chinese	English Language English Literature Thai Chinese	English Literature English Lit and Lang Thai Japanese Chinese Self-taught French, Japanese, Korean & Nepali
Group 2 Language	Mandarin ELD	Mandarin ELD	French Spanish English Mandarin
Group 3 Humanities	History Geography ICT (7, 8) IDEALS (7,8) Global Perspective (9)	Business History Geography Global Perspectives Economics ICT	Business History Geography Economics Psychology
Group 4 Sciences	Integrated Sciences Design Technology Physical Education Computer Studies (9)	Biology Chemistry Physics Design Technology Physical Education	Biology Chemistry Physics SEHS Environmental Systems & Societies Design Technology
Group 5 Mathematics	Mathematics	Mathematics	Mathematics Analysis Mathematics Application
Group 6 The Arts	Art Music Drama	Art Ceramics Music Drama	Visual Arts, Music Theatre Studies or a subject from Groups 1 – 5
Additional	Personal & Social Education	Personal & Social Education	Community Action & Service, Extended Essay, ToK



Details on our curriculum at each Key Stage can be found in the relevant Key Stage Handbook.

We also offer a Pre-IB course in Y11. These students will study a limited number of IGCSEs in preparation for the IB Diploma. They will generally include one subject from each group. On the whole, only very able students will be invited to follow this Pre-IB course. More information on this can be found in our Pre-IB information leaflet.

At KS5, we also offer an alternative IB curriculum that is tailor made to meet the specific needs and interests of a student. These IB courses lead to an IB course for each subject and not the full IB Diploma. More information on this can be found on our IB information leaflet.

## ASSESSMENT

### Key Stage 3

Assessment at Key Stage Three (Year 7-9) is based on learning objectives. This means that the work and ability of pupils is judged against a set of criteria for each subject areas. Pupils are not judged against the work of other pupils. These objectives therefore allow for the learning of pupils to be clearly assessed and also allow teachers and students to set formative targets for individual learning.

Assessment tasks are varied to allow all pupils to demonstrate their knowledge, understanding and skills. For example, students are assessed through projects, essays, end of unit tests, presentations and observation. An assessment task may cover different criteria. The core subjects of English, Maths, Science and Thai also have summative tests at the end of each year.

Assessment at Regent's International School is carried out by teachers and relies on their professional judgement. Students complete a summative assessment at the end of each unit of work in all curriculum subjects. These assessments vary in type but are based on assessment criterion outlined in the handbook. Details of assessment criteria, grading, reporting and recording can be found in our KS3 Assessment Handbook.

### Key Stage 4

In addition to continuous assessment, formal internal examinations take place in May/June for Year 10. These are conducted in the same way as the public examinations and are therefore good practice for students. In Year 11, 'mock' (practice) IGCSE exams will take place in November in preparation for the final external examinations in May and June. All students are are graded using IGCSE standards. Further details on this can be found in our KS4 IGCSE Handbook.

### Key Stage 5

The International Baccalaureate assessment framework includes Internal Assessment (IAs) and terminal examinations in Year 13. The details of the assessment scheme are detailed in the IB Diploma Handbook.



## GRADING

Subject grades inform how far the student has achieved the assessment criteria. The learning objectives and related assessment criteria tend to become more challenging from one Form to the next. A grade C in Year 9 is therefore not equal to a grade C in Year 7 or 8.

For instance, in the diagram below it shows how a student's makes progress through more challenging learning objectives despite having a similar grade from one year to another. Here, student X shows that they are on track with expectations and meeting targets of grade As. Student Y is on track from Y7 to 8, but then is not making as much progress as expected in Y9 and 10. This would cause us concern. However, in Y11 they are back on track. Student Z, however, is making more progress than expected in Y9 than Y8.

	A*	A	B	C
Y7		X	Y	Z
Y8		X	Y	Z
Y9		X	Z	Y
Y10		X	Z	Y
Y11		X	Y Z	

What is important is that students are gaining a similar or a higher grade in each criteria band related to the particular level/form. Overall students should be aiming to meet as fully as possible the criteria for that level/year group. If they are not or if they are not showing progress then intervention and support is required.

## ATTAINMENT GRADE DESCRIPTORS

### A\*/9/8 (7 at IB)

Excellent understanding of the concepts and subject matter covered. Asks inquisitive insightful questions. Has mastered the necessary skills taught. Can apply new knowledge, skills and techniques to new situations. Able to help others in class with their learning and development. Demonstrates independence within their work.

### A/7 (6 at IB)

Very good understanding of the concepts and subject matter covered. Able to answer high level questions and asks questions which demonstrate understanding. Able to apply new skills and techniques efficiently. Demonstrates some independence within their work.

### B/6 (5 at IB)

Good understanding of the concepts and subject matter covered. Able to answer questions in class. Is competent to use and apply the skills and techniques taught appropriately.

### C/5/4 (4 at IB)

An understanding of the concepts and subject matter covered. Is able to demonstrate some of the skills and techniques taught and apply them appropriately.



### **D/3 (3 at IB)**

A limited understanding of the concepts and subject matter covered. Is aware of the different skills and techniques taught and can apply some of them appropriately. E/2 (2 at IB)

Has struggled with many of the concepts and subject matter covered and found the skills and techniques taught difficult to apply.

### **F/G/1 (1 at IB)**

Minimal achievement in terms of the objectives.

## **EFFORT, INDEPENDENT STUDY & PARTICIPATION GRADE DESCRIPTORS**

For each reporting period every subject teacher must determine an appropriate effort grade to assign to the student for each of these three areas. This should be done using the criteria given below.

### **4 Excellent**

The student regularly does work in addition to class requirements, and engages in extra activities to further their understanding of the subject.

The student always completes homework on time, and with full attention to set requirements. The student frequently asks appropriate questions and contributes to class activities of their own initiative.

### **3 Good**

The student does work in addition to class requirements, and engages in extra activities to further their understanding of the subject.

The student always completes homework on time, and with full attention to set requirements. The student frequently asks appropriate questions and contributes to class activities of their own initiative.

### **2 Satisfactory**

The student does some work in addition to class requirements.

The student usually completes homework on time, and with attention to set requirements.

The student sometimes asks appropriate questions or contributes to class activities of their own initiative.

### **1 Unsatisfactory**

The student seldom does any work in addition to class requirements.

The student rarely completes homework on time, and pays little attention to set requirements. The student rarely asks appropriate questions or contributes to class activities, even when requested by the teacher.





## GPA EQUIVALENT GRADING SYSTEM

The Thai Education Ministry will now not award the Secondary Education Diploma (Mor 6) to students who have only completed IGCSE examinations at the end of Year 11. ALL students must now also complete the IB Diploma or High School Diploma.

Grading description	Grade awarded	GPA	Additional Mathematics
Distinction	A*	4.25	
Excellent	A	4	4.5
Very good	B	3.25	4.25
Good	C	3	4
Satisfactory	D	2.25	3.25
Needs improvement	E	1.5	3
Weak	F	1	2.5
Very weak	G	0	0
No grade awarded	U	0	0

A grading system of 7 (excellent) to 1 (very weak) is used to provide a consistent record of achievement for students. The following IBDP equivalency has been approved by the Thai Ministry of Education. 24 points is required to pass the Diploma. More details on the IB Diploma can be found in our IBDP Handbook.

Grading description	IBDP Standard Level	GPA	IBDP Higher level	GPA
Excellent	7	4	7	4.5
Very good	6	3.75	6	4.25
Good	5	3.5	5	4
Satisfactory	4	2.75	4	3.25
Needs improvement	3	2	3	2.5
Weak	2	1.25	2	1.5
Very weak	1	0	1	0
No grade awarded	N	0	N	0



## PROGRESS TRACKING AND TARGET SETTING

In KS3, KS4 and KS5 assessment results are recorded and students' progress is tracked against an 'expected' trajectory. At the beginning of Year 7, Year 10 and Year 12 students complete a cognitive ability test (CAT4) that helps assess their verbal, non-verbal, spatial and quantitative thinking. This in turn helps inform students learning and the school's teaching. It also helps provide the school a starting point by indicating the student's potential. The data, along with other information, is put to use by staff to set individual yearly targets for each student.

Assessments throughout the year and at the end of each Key Stage are then compared to expectations to ensure that students do not fall behind and are continually academically challenged. Targets are set at the beginning of the year and reported to parents in the grade sheet. Students are made fully aware of their targets in each subject and are given advice about what they need to do to meet them.

## PARENT-STUDENT-TEACHER CONFERENCE

Parents and students will be invited to attend conferences with Form Tutors and subject teachers at least once per term. A letter will be sent home inviting parents to sign up for a 10-minute period after school on a certain day. During this time, parents are invited to discuss their child's progress and to see the work that has been done during the course of the term. Targets for future learning and further support can be discussed.

Parents of children in Year 11 and 13 will also be invited to attend a separate evening after their children have taken mock examinations and parents of Y9 and Y11 will be invited to a special event to discuss Y10 and Y12 options.

## HOMEWORK

Homework is given for many reasons. An important part of a young person's education is to develop the self-discipline, motivation, inquisitiveness, perseverance and organisational skills to be able to learn and work independently. Homework is used to develop these attributes as well as to consolidate knowledge gained through lessons.

All students are issued with homework diaries that must be kept up to date. Homework is also set in your child's google classroom. The teacher and tutor will check diary entries regularly and parents should also check to see whether there are messages to them contained in the comments. The homework diary is an important communication tool between parents, teachers and students. Homework and assignments will be checked and recorded, but not necessarily graded. The teachers will have efficient systems for checking to see that the homework is completed to an acceptable standard.

## HOMEWORK ALLOCATION

Homework will sometimes be given during holiday times particularly for KS4 IGCSE and KS5 IBDP students. A homework timetable will be distributed at the beginning of



the year and is found on our VLE.

- Year 7-9 students will get two to three homeworks per day, each lasting about 30 minutes.
- Year 10-11 students will get two to three homeworks per day, each lasting about 45 minutes.
- Year 12-13 students should expect two to three hours of study a day.

## SUPPORT WITH HOMEWORK

Subject teachers are available to support your child at specific times. We offer support after school from 3.10pm until 4.00pm in the secondary library. We have a fantastic library and dedicated librarian. Our Learning Support Teacher is available to support students before and after school. Regent's International also use email, google classrooms and our own VLE to further support learning and homework.

## TUTOR TIME

All students are attached to a Tutor group. At Regent's International School we have a commitment to the welfare and learning of every individual student. The two aspects are interrelated. A happy child is a happy learner. At the centre of this is the tutor. The tutor role is to support the student with their pastoral and academic needs. All general academic, personal, emotional and welfare issues should always be communicated to the tutor in the first instance. All specific subject related issues should be directed to the subject teacher. Only if the specific issue has not been satisfactorily resolved must it be referred to the Key Stage Coordinator, Deputy Head or Head.

Students will see their Tutors for 10 minutes per day. During this time the tutor will be able to support the students with any pastoral needs. They will also use this time to support the student with their academic needs. The tutor will help support the student to meet specific targets related to learning. Tutor groups also meet every other Tuesday morning for PSHE and on Friday afternoon for other activities.

The Tutor will also seek to meet your child on a one to one basis every half term to discuss general academic and wellbeing issues and review any targets set.

## EXTRACURRICULAR ACTIVITIES

The extracurricular program (ECA) is an important part of student life. There are a variety of activities, including a range of sports such as football, basketball, tennis, swimming, arts such as the school play, drama club, rock bands, jazz bands, individual music lessons, ensembles to school debating club, MUN and the Duke of Edinburgh International Award. If you would like any information about ECA then please check our website and VLE or speak with our ECA coordinator.



## LANGUAGE

This is an English Learning Environment (ELE); therefore the English language must be spoken during class time unless the class is designated for learning another language or specific permission has been given by a member of staff. Children will be expected to speak at all times. Inappropriate crude or coarse language is prohibited anywhere on school property, on the buses and on field trips. This will be monitored carefully by the class teachers so that abuses do not occur. It is considered impolite and unacceptable if a language not understood by peers is used. The school adopts various ways of reinforcing the use of good English.

## A GUIDE TO ENGLISH LANGUAGE DEVELOPMENT AT HOME

Parents who are not native English Speakers, often ask 'What can I do for my child to help with his/her English when they are not at School?'

- During holidays it is very easy to forget about learning English. This is the time to sign up for one of The Regent's International Schools' summer holiday (July/August) courses. Contact the Admissions Office for details.
- Another way to help your child during the holidays is to send him/her to an English speaking country.
- Encourage your child to read an English book. Every student has a reading book at all times and this is one of the best ways to improve vocabulary.
- Buy a grammar exercise book with answers. The best one is 'English Grammar in Use' by Raymond Murphy (available at all good bookshops).
- If you speak English have one meal as a family per weekend where you all speak English together.
- Make sure that your son/daughter listens to an English radio station. (For Bangkok, FM 95.5, FM 88 and FM 107 are the best!).
- If your son/daughter wants to go to the cinema make sure they watch the original soundtrack version of the film.
- As a family, sit down and watch television together. Watch anything as long as it is in English, and discuss the content of the programme.
- Buy appropriate magazines from America or England at any good bookshop (Bookazine, Kinokuniya, DK Books or Asia Books).





# DISCIPLINE POLICY

## STUDENT BEHAVIOUR

### Rationale

This policy is aimed at giving clear guidance to all The Regent's School staff regarding the standard of behaviour that is expected throughout the school and the system used for achieving this. We expect all staff to be fair and consistent. We recognise that our students will not always know how to achieve acceptable behaviour and that sometimes they will make mistakes. We believe that to achieve a productive working environment all students need positive encouragement, examples of good behaviour to follow and an understanding of why positive behaviour is important. We wish to create an atmosphere in which students feel secure and respected and also in which staff and parents feel at ease. However, we also wish students to understand that there are consequences should they consistently refuse to follow expected levels of behaviour.

### Aims

- To encourage a shared responsibility to provide and maintain a safe, happy and clean school.
- To provide an atmosphere that promotes a positive self-image and values effort.
- To foster respect and consideration of others at all times.
- To develop self-discipline and determination.
- To enable students to develop the ability to learn individually and work collaboratively.
- To ensure a calm and purposeful working atmosphere.

### Examples of 'Positive Behaviours'

- Speaking English inside the school.
- Wearing uniform correctly at all times.
- Courteous to staff, other students and guests to the school for example:
  - ✓ Greet all staff and guests.
  - ✓ Use 'please' when asking for something and 'thank you' when receiving something.
  - ✓ Hold doors open for staff and guests.
  - ✓ Stand up when an adult enters the classroom.
- Take care of the buildings, school property and school grounds.
- Arrive on time for lessons.
- Complete all homework and have diary signed by 'parent' every week (a plus point for a student who has a 'clean' diary and the homework diary signed by a parent over a one-week period.)

### 'Positive Behaviours' in the Classroom

These should be established at the beginning of the school year. The teacher and students should discuss ways for creating a calm environment in which everyone can learn and work hard - e.g.:

- Listening and respecting others.
- Looking after equipment and putting it away.
- Taking care of work.
- Keeping the room a safe, tidy and pleasant place to be.
- Completing all work to the best of their ability.



### Rewarding 'Positive Behaviour'

- Plus points for outstanding effort or outstanding work.
- A Key Stage Honour Roll.
- Key Stage rewards and recognition in assembly.
- Positive comments in the student's diary and through school reports/grade cards.
- Deputy Head reward (those students with an average report-card grade of 3.7 or better will be termed as stars - and will have Year 13 status to enter the dining room whenever they want at lunchtime.)

### Plus Points

Plus points, like everything in this policy, reset every half term. Thus, students can more quickly gain rewards for their efforts. The rewards for plus points are:

- 20 points: 2 tickets to go to the front of the Tuck Shop queue
- 30 points: 4 tickets to go to the front of the dining room queue
- 40 points: 100 baht Student Cafe token
- 50 points: pizza lunch for the successful student
- 60 points: 500-baht Cinema token

At the end of the year, further recognition will be shown in an assembly with the top three students who have achieved the most plus points being awarded a bronze, silver and gold medal.

### Minus Points

Minus points, like everything in this policy, reset every half term (T1a/T1b/T2a/T2b/T3). Thus, students who proceed down the wrong path during a part of their school life, are able to adjust the way they behave later on in the year, without the past affecting the way we treat them. Like everything in this policy, the student should be warned once, before they are issued with a Minus Point. The consequences for minus points are:

- 5 points: the tutor books an appointment with the student to discuss the problem and the tutor sends a letter home.
- 10 points: the Key Stage Coordinator books an appointment with the parents to discuss the problem and the Key Stage Coordinator sends a letter home.
- 15 points: the Deputy Head (Pastoral/Academic - depending on majority of minus points) books an appointment with the parents to discuss the problem and the Deputy Head sends a letter home.
- 20 points: the Headmaster books an appointment with the parents to discuss the problem and the Headmaster sends a letter home.
- 25 points: the parents are invited into school in order to discuss the problem and the steps needed for the student to continue to study at Regents.



### When students do not show 'Positive Behaviour' in Lessons

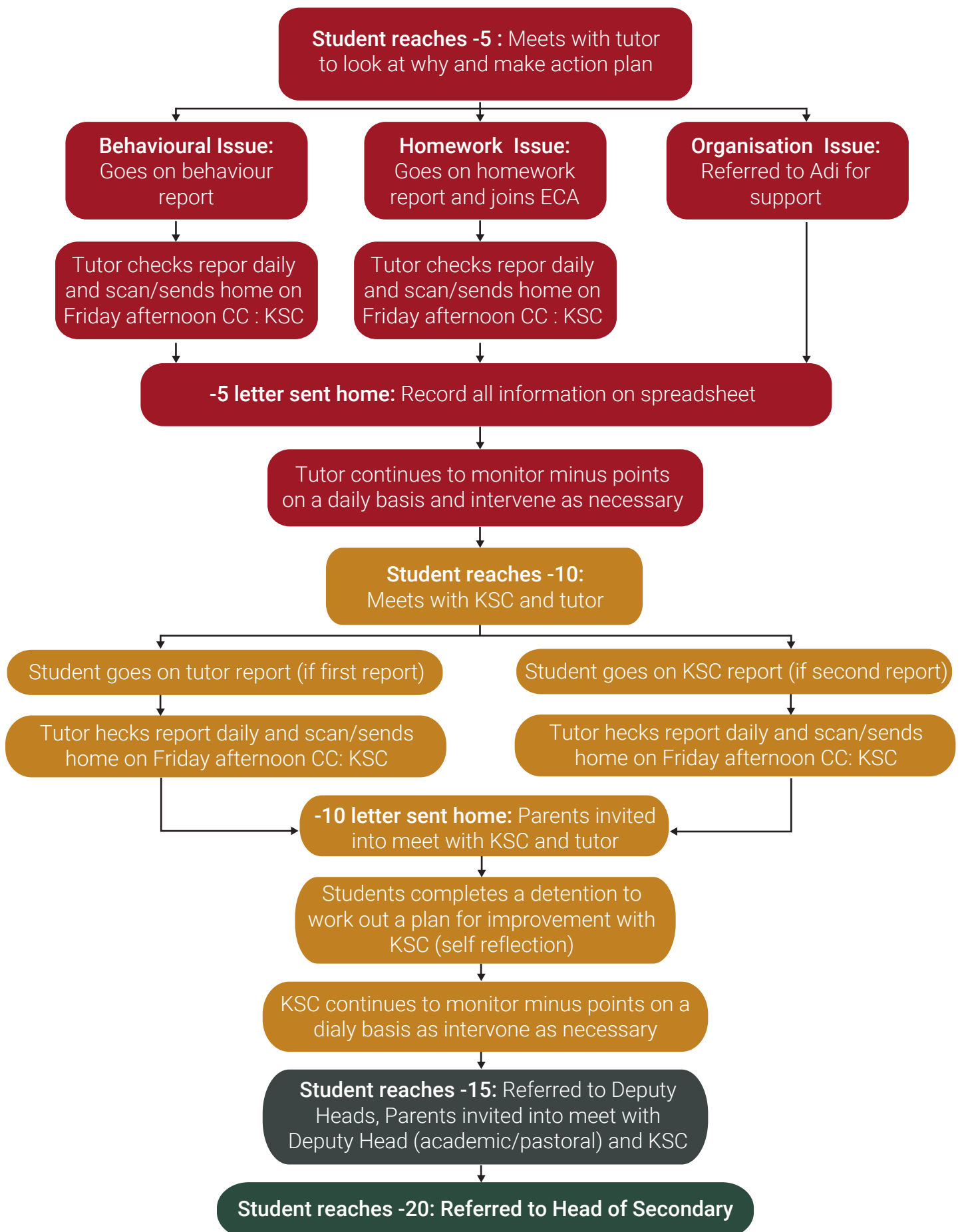
Our wish is for students to try their hardest. Therefore, if they do not do work in class or at home, turn up to lessons late when they are already in school or behave in a way that disrupts other students, we need a system to track this behaviour. Poor uniform and not speaking English should always be dealt with as poor behaviour outside lessons. Levels, like everything in this policy, reset every report period. Also, as with everything in this policy, a warning is inbuilt. (This does not apply to breaches of the Conduct Pledge or Incident Forms, which are kept on file.)

Level	Example	Action	Staff Member
1.	Late to a lesson/ Failure to attempt classwork or homework/ Poor behaviour/Talking Thai	Verbal Warning	Class Teacher
2.	Repeated Level 1 behaviour/Low-level disruption (talking, disrupting teacher or students)	Minus Point & Class Teacher Discussion	Class Teacher
3.	Persistent Level 1 behaviour/Mid-level Offences Unkind words, text, images or behaviour directed at or about another student (this refers to single incidents, and not repeated incidents over time)	HoD detention + 2 Minus Point (Department Matter)  Tutor detention + 2 Minus Point (Pastoral Matter)	HoD/ Tutor
4.	Repeated infringements of Level 3 of the above. Rudeness – verbal, gesticulated or written (including the use of digital text or images) displays of rudeness, unkindness or inappropriate behaviour	HoD detention + 2 Minus Point (Department Matter)  KSC detention + 2 Minus Point (Pastoral Matter)  Incident form to be completed and a letter to be sent home and placed on DMS (Engage)	HoD/KSC
5.	One-off incident which may be a breach of the Student Conduct Agreement or endanger the safety of others or Repeated incident from L4 or Unacceptable behaviour in class Poor behaviour around school Concern about quality/quantity of workL4	HoD detention + 2 Minus Point (Department Matter)  KSC detention + 2 Minus Point (Pastoral Matter)  Incident form to be completed and a letter to be sent home and placed on DMS (Engage)	HoD/KSC



Level	Example	Action	Staff Member
		KSC to book an appointment with student and parent. KSC should place incident form on file. KSC should send a letter home and place it on file.)	
6.	One-off incident which may be a breach of the Student Conduct Agreement or endanger the safety of others or Refusal – refusing to follow a reasonable request or instruction from a member of staff. This would include refusing to hand over a diary or electronic device or Bullying, including verbal, physical, emotional and cyber-bullying (this refers to repeated offences over time)	Refer to Deputy Head - Academic/Pastoral as appropriate  Detention/Internal Suspension as appropriate  DH to book an appointment with student and parents . DH should place incident form on file. DH should send a letter home and place it on file.	DH
7.	Persistent breach of Student Conduct Agreement or endanger the safety of others or Possession or use of alcohol, tobacco, vaping materials, drugs or other new psychoactive substances or any illegal behaviour, or any behaviour reasonably deemed serious enough, including any of the above in extremis	Refer to Deputy Head (Pastoral), for the Confiscation of items, and Fixed-Term Internal Exclusion, or Refer to Head, for Fixed-Term/ Permanent External Exclusion	DH/HM

- Detentions are to take place in a classroom and are to be fully supervised.
- Furthermore, students will be issued with two weeks of lunchtime detentions by the tutor at the end of each reporting period for a report card that has an average of 2.5 or worse. Students will be escalated to KSC, DH and Head of School should no progress be recorded.





# ICT CODE OF CONDUCT

## ICT CODE OF CONDUCT: RESPONSIBLE USE OF DEVICES & TECHNOLOGY

### Rationale

Regent's students should be responsible and safe users of technology. Students need to learn to embrace and harness the learning, communication and creative potential of the technologies available to them both now and in the future.

### BYOD

The Regent's Bring Your Own Device (BYOD) Policy states that all pupils should have a device with them at all times. The sole use of these devices in school should be as an aid to learning.

Every pupil should have at least 1 device with them:

Year 7	A Tablet or a Laptop
Year 7, 8, KS4 & 5	A Laptop

### In Lessons

Devices should be used as an aid to learning when appropriate.

Students should have their laptops or tablets ready and available as and when required by the class teacher.

Mobile phones should only be visible and used in the classroom when permission has been given by the class teacher.

Students should only be using headphones when permission has been given by the classroom teacher.

### Outside of Lessons

Students are not allowed to use their devices Monday-Thursday unless it is in the library for learning purposes.

Before school, at break or lunchtime and after school students should be using their devices to check Google Classroom, complete homework, check emails and school notices, or to read English texts or conduct research.

### Games

As a school we are aware of the developmental and learning opportunities provided by computer games. However our focus in school is on learning the English language and the school curriculum and for this reason computer games are not permitted in school unless instructed to do so in lessons by a teacher.





## Music

At certain times a teacher may allow students to listen to music in lessons when it is deemed appropriate. Students should always seek permission for this. All music listened to should be locally stored on the device and not streamed via the school WiFi eg via Youtube, spotify etc.

## Take a break

As part of a healthy lifestyle students should be encouraged to take a regular breaks from their devices to take exercise, read a book, speak to friends, listen to music, they should get in the habit of turning devices off for a set period of time each day.

## Sanctions

Students who do not follow these rules should be issued with a warning, before being issued with a minus point. The sanction for inappropriate use of a device (after a warning) will be device confiscation. The device should then be passed onto The Head of Secondary for safe keeping. The student can then get their device back at the end of the day.

Cyber bullying / any other serious misuse or abuse via a device will follow the normal school behaviour and anti-bullying policy and may result in the student not being allowed the device or access to the network for a certain length of time.

**\*\*Please note that devices refer to any computerised devices eg tablets, laptops, smartphones, mp3 players used on The Regent's school site. Devices that are not connected to Regent's WiFi but are connected via 3G or 4G are also covered by this policy\*\***

Live streaming / live video and games such as Pokemon Go are not permitted on the school site.

## MOBILE TELEPHONES

Mobile telephones may be brought into school for students to communicate with their parents at pick up time only. Smart phones that match the requirements of the 'Bring Your Own Device' policy can be used at the discretion of the class teacher, but must only be used for the functions set out by the class teacher.



# UNIFORM AND GENERAL APPEARANCE

## DRESS CODE



## GENERAL APPEARANCE

Observing how the students wear their uniform often gives others a lasting impression of a school. Students who present themselves well will earn respect for themselves and their school because they have shown respect for their school and pride in their appearance.

### Wearing the Uniform Correctly

- Top buttons done up and ties covering top button.
- Shirts to be tucked in, not overhanging below the waist.
- Trousers to be worn at the waist, not low on the hips.
- Trousers to be tailored so that the bottoms just cover the tops of the shoes.
- Shoes clean and polished.
- Jewelry is allowed only within the guidelines. Anything outside these guidelines will be confiscated.
- Make up is not allowed including nail polish.
- Hair styles should be neat tidy and natural in look.
- Worn or frayed clothing must be replaced.
- The hem of the skirt must be below the knee.

## GUIDELINES

### Boys

- School shirt: plain white with badge
- School tie
- Trousers: long navy trousers
- Socks: plain white with school badge (with plaid trousers);
- Shoes: black leather (no suede, no sports shoes).



- Belt: black leather
- Hair: neat, tidy (no extravagant styles or colour).
- Jewelry:
  1. one plain ring, one plain necklace
  2. 'Thai' strings or friendship bands within reason
  3. no excessive key ring chains are to be worn outside the uniform

### Girls

- School shirt: plain white with badge
- School tie
- Skirt: Navy on or about the knee.
- Socks: plain white with badge (covering the ankle)
- Shoes: black leather (no suede, no sport shoes, no excessively thick soles).
- Hair: neat, tidy (no extravagant styles or colour), tied up with hair band.
- Jewelry
  1. one pair of plain earrings or studs
  2. one plain ring
  3. one plain necklace (if not visible)
  4. one bracelet, one ankle bracelet (if not visible)
  5. 'Thai' strings or friendship bands within reason
  6. no excessive key ring chains are to be worn outside the uniform

We trust that parents and students will support this dress code by ensuring that only correct items are bought and that students leave home appropriately dressed. School Uniform should be purchased only from the School Uniform shop located in the Finance Office in the Primary Building.

## ATTENDANCE AND PUNCTUALITY

Students are required to attend every class. Absences are permitted only in cases of sickness or with prior written permission of the parent. On return to school after sickness, a note of explanation from the parent should be given to the Tutor. Repeated absences will have a negative effect on the student's academic progress.. A conference with a Senior School Leader will be called to investigate the absences formally. Should a student not come to school without prior warning, then one of the Secondary Office staff will contact the parent for verification.

## ABSENCE

Good school attendance greatly improves your child's chances of fulfilling their potential and being successful in school.

Absences will be marked as being either:

- Authorised (only the school can authorise the absence)
- Unauthorised (where no acceptable reason for the absence is given to the school)

In cases of a disputed unauthorised absence, the Principal shall be the final arbiter.



## MISSED WORK

Secondary students who have missed school or an individual class will be required to make up any work that was assigned. It is the responsibility of the student to enquire about any school work, tests or assignments that have been missed and need to be made up. Google classroom often has all homework and some classwork set.

## LATENESS

All students are expected to leave home in good time to arrive for school at 8.50am. All students late after registration period ends MUST report to the Secondary Office before being allowed to enter class. If a student is late two or more times then they will attend a Tutor or KS Coordinator detention. If lateness persists then a Senior School Leader will discuss the reasons for this with the parents and try and help resolve the issue.

## FOOD AND BEVERAGE

All students will be required to use the dining hall provided in the secondary building. The students will eat the school lunch in the dining hall. We also provide a tuck shop from which students may purchase a morning snack. The tuck shop is open at morning break, lunch time and after school.

We also encourage students to drink plenty of water and to bring a water bottle with them that they can refill in school.

## POSTERS

Students or parents who wish to put up posters in the School must seek approval from the Head of Secondary before proceeding. Unauthorised posters or notices will be taken down immediately.

## CARE OF SCHOOL PROPERTY

In order to have a school of which we all may be proud, it is necessary for everyone to feel a sense of ownership and responsibility. Students who deface, damage or destroy school materials or property will be subject to disciplinary action and required to make financial reimbursement

## SECURITY

Students should have their names written on all personal belongings.

- Students in the Secondary School will be assigned lockers in which to keep supplies and textbooks. The school shall have the right from time to time to check lockers for materials that are inappropriate for school.
- Students are required to bring an electrical device such as a tablet or laptop. These are to be stored in the student's locker when they are not being used in lessons or for academic activities.



## LOST AND FOUND

There is a 'lost and found' box located in the Key Stage Coordinators' Office. All items found must be brought to this office. Any items left unattended around the school site can be considered 'lost' and may be moved to the Key Stage Coordinators' Office.

## MONEY AND VALUABLES POLICY

- Cash payments that need to be made for trips, equipment, clothing etc. by students should be made as soon as the student gets to school directly to the Finance Office.
- Any other money brought into school should be kept in the possession of the student. Valuables are collected before all PE lessons and stored safely by staff.
- Valuables can be locked away by the Head of Secondary if required at the end of a school day.

## EMERGENCY MEASURES AND PROCEDURES

1. The safety of our students is of prime concern to the school. Therefore, a number of procedures have been put into practice for their well-being.
2. Fire evacuation and lockdown drill will be held on a termly basis. Students will be asked to go to a designated area, led by their classroom teacher. The register will then be taken by the teacher.
3. The First Aid room is located on the ground floor of the Secondary Building. This room has three observation beds and is well equipped with essential medicine. A full-time registered nurse is present from 7.30 a.m. to 4 p.m.
4. Proper medical personnel or an ambulance will be called immediately should a student need to be taken to the hospital. A detailed report of the incident will be written up as soon as possible by the nurse and a copy will be given to the parent, medical personnel, and other officials who may require it.
5. No prescription drugs will be given to students on the school premises unless specifically instructed by the physician or with the consent of parents.

## DELIVERY AND COLLECTION OF CHILDREN

Children must be collected by parents or guardians as detailed below.

2.55 – 3.15 pm Students allowed to meet parents or go to the buses.

3.10 – 4.00 pm Activity or library.

After 4pm Seated area next to the basketball court.

No child will be allowed out off campus unless he or she has the correct pass. All senior students who leave on their own should show a pass. Those are available from the Secondary office. At 3.10pm all students who remain on campus are required to attend an activity or will be supervised where they can be collected before 4pm.



If a parent wishes to visit the office or a classroom and therefore needs to park their car, then the security staff will guide them. Parents are requested to follow security staff guidance and our visitor policy at all times.

## CLOSED CAMPUS POLICY

### Students

- Students are to attend all scheduled classes.
- Students who eat school meals are to eat all meals in the dining area only.
- Students are not to go beyond the designated boundaries set by the school.
- Students who leave the campus during school hours must have permission from the Head of Secondary and must sign out at the secondary office and sign in at the Secondary Office upon returning to the campus.

### Parents And Visitors

- Parents and visitors will collect a "Visitor" badge from the guard at the front barrier in exchange for some form of identification. The badge must be worn at all times while on the campus grounds. Upon leaving the school grounds the parent or visitor must return the badge to the guard, collecting his or her identification.
- All parents and visitors must report to the front office where they will be escorted to the respective office.
- Parents must inform the Head of Primary or Secondary, if they plan to remove their child(ren) from the school premises.
- Should a parent make arrangements for another individual to pick up a child from the school, the school must be notified of such an arrangement; otherwise, the school will not release the child into the care of that person. Upon presentation of a valid Identification card, the child will be released.
- For further information and to ensure the safety of our children please read and adhere to the Visitor leaflet.

### Vehicles

- Only authorised school vehicles and those with Regent's passes will be allowed to enter the school grounds.
- All teachers, parents, visitors and others will be required to park their vehicles in the designated parking area.

### Students Driving

Students are allowed to drive to school and park off campus. To be eligible for this privilege, students must be 18 years of age, possess a valid Thai driving license, and carry insurance on their car. Requests for this must be brought to the Principal and a correct sticker obtained from him. Driving privileges can be revoked, however, if dangerous or inappropriate driving takes place. Written permission must be received from parents in advance.

NB: Students must NEVER drive within the School grounds.





# CONDUCT AGREEMENT

At all times as a student at the Regent International School, Bangkok I promise

1. to never intentionally harm any other person or bully another person,
2. to act as a role model for younger students,
3. to uphold the good name and reputation of the school through my behavior,
4. to respect the privacy, opinions and beliefs of others,
5. to show respect and courtesy to all members of the school community,
6. to be punctual and polite,
7. to wear my uniform in a well presented fashion,
8. not to make any public displays of affection,
9. not to bring into school or use cigarettes, alcohol or drugs,
10. not to use any item of technology in an inappropriate or offensive way.

I will uphold these high standards in my conduct in school, on school trips and when engaged in any school activities. I understand that a breach of this agreement or any of the school rules is serious and will jeopardise my place at the school.

Student's full name  
and nick name (printed) \_\_\_\_\_

Student's  
signature \_\_\_\_\_

Date:

Parent's  
signature \_\_\_\_\_

Date:

Principal's  
signature \_\_\_\_\_

Date:



# MAP: HOW TO FIND US



## REGENT'S INTERNATIONAL SCHOOL, BANGKOK

601/99 Pracha-Uthit Road, Wangthonglang, Bangkok 10310

Telephone: +66 (0) 2 957 5777, 092 362 8888

Email: [enquiry@regents.ac.th](mailto:enquiry@regents.ac.th)

# REMARK



# REMARK

