



Secondary Handbook

FOR PARENTS



**REGENTS INTERNATIONAL SCHOOL
PATTAYA**

A NORD ANGLIA EDUCATION SCHOOL

www.regents-pattaya.co.th

Welcome from the Secondary School

Welcome to Regents. We are very proud of our school. Over 50 nations come together to make it a unique environment to learn and grow. Our staff team work exceptionally hard to make sure your child is offered the very best support.

In the Secondary School, your child will experience:

a happy, secure and purposeful school environment;

a broad and balanced curriculum, with high expectations resulting in rapid progress and high academic standards;

innovative teaching and effective learning;

success for all – be it in the classroom, on the sports field, on the stage or in the wider community;

a true partnership between school and home.

Working together is essential. We operate an ‘Open Door’ policy and you are most welcome to contact myself or other staff members if you have any matters that you wish to discuss.

I look forward to working with you.

Amos Turner-Wardell

Head of Secondary

Mission Statement

Regents International School Pattaya aims to provide a secure and nurturing co-educational day and boarding environment in which students develop the skills and values necessary to realise their potential and make a positive contribution to society. The school actively fosters academic excellence, international awareness, understanding of environmental issues, enjoyment of challenge, experience of leadership and commitment to the service of others.

Philosophy & Objectives

To Encourage Academic Success

To provide an excellent academic education enabling each student to achieve the highest level of which he or she is capable.

To Offer a Broad Curriculum

To foster an atmosphere of active participation and excellence in artistic, dramatic, sporting and other challenges, understanding that participation and personal progress are as important as achievement.

To Educate Well Rounded Global Citizens

To develop well-rounded citizens, who have the social and personal values, which lead to maturity, self-discipline and the acceptance of responsibility for themselves and others.

To Support Risk Takers

To encourage learning at the edge of one's comfort zone, developing a willingness to take measured risks, use initiative, persevere and value an adventurous spirit.

To Celebrate Diversity

To celebrate the diversity within our community, respect for our host culture and have an appreciation of differences in culture, race, gender, language and religion.

To Build Partnerships

To build supportive relationships within school and our wider community. Through these partnerships to encourage learning through service to others, care of our environment and seeking to 'make a difference'.

To Promote Leadership and Integrity

To develop the skills of leadership and an understanding of the value of integrity, teamwork and democracy.

To Challenge Active Learners

To become creative and reflective learners, recognising our own potential to challenge accepted wisdom and contribute to our own life-long learning.

To Prepare for an International Future

To be prepared to make a meaningful contribution to life beyond school, with the capability to progress on to higher education or a career in any part of the world.

Secondary Teaching List 2017-18

<i>Surname</i>	<i>Name</i>	<i>Position</i>	<i>Email</i>
Turner-Wardell	Amos	Head of Secondary	amos.turner-wardell@regents-pattaya.co.th
Van Niekerk	Kirsten	Deputy Head	kirsten.vanniekerk@regents-pattaya.co.th
Batty	Rachel	Assistant Head	rachel.batty@regents-pattaya.co.th
McKenna	Tamara	Assistant Head	tamara.mckenna@regents-pattaya.co.th
Harrowell	Mike	Assistant Head	michael.harrowell@regents-pattaya.co.th
Ampawong	Naon (Toi)	Thai Teacher	naon.ampawong@regents-pattaya.co.th
Andrews	Emily	Head of Secondary Music	emily.andrews@regents-pattaya.co.th
Barrick	Dean	Boarding Parent/PE Teacher	dean.barrick@regents-pattaya.co.th
Belshaw	Katie	Head of MFL	katie.Belshaw@regents-pattaya.co.th
Benchoulla	Mehdi	Head of Year 10/MFL Teacher	mehdi.benchoulla@regents-pattaya.co.th
Bolland	Glen	DH of 6 th Form/Science Teacher	glen.bolland@regents-pattaya.co.th
Bond	Philip	PE teacher	philip.bond@regents-pattaya.co.th
Brown	Nathaniel	Computing Teacher	nathaniel.brown@regents-pattaya.co.th
Buaklee	Ampira (May)	Thai Teacher	ampira.buaklee@regents-pattaya.co.th
Chiche	Jean Marc	French/Mandarin Teacher	jeanmarc.chiche@regents-pattaya.co.th
Cooke	Katharine	Head of History	katie.cooke@regents-pattaya.co.th
Crichton	Ross	Inst Coordinator/Music Teacher	ross.crichton@regents-pattaya.co.th
Cui	Vanessa	Mandarin Teacher	vanessa.cui@regents-pattaya.co.th
Cutmore	Amy	English Teacher	amy.cutmore@regents-pattaya.co.th
Daly	Steven	Head of DT	steven.daly@regents-pattaya.co.th
Davis	Ian	DT Teacher	ian.davis@regents-pattaya.co.th
Elapata	Vilochana	Head of Year 9/English Teacher	vilochana.elapata@regents-pattaya.co.th
Fabia	Stephen	Science Teacher	stephen.fabia@regents-pattaya.co.th
Felts	Joanne	Head of Year 8/History Teacher	joanne.felts@regents-pattaya.co.th
Grosman	Liana	Librarian	liana.grosman@regents-pattaya.co.th
Gumb	Emily	EAL Teacher	emily.gumb@regents-pattaya.co.th
Hall	Rory	REAL Coordinator/EAL Teacher	rory.hall@regents-pattaya.co.th
Harrowell	Laura	Head of Pri PE/PE Teacher	laura.harrowell@regents-pattaya.co.th
Hart	Tom	Head of Sec PE/PE Teacher	tom.hart@regents-pattaya.co.th
Hay	Deborah	PE Teacher	deborah.hay@regents-pattaya.co.th
Hayden-Gilbert	Robert	Instrumental Teacher	robert.hayden-gilbert@regents-pattaya.co.th
Jirathaitrong	Rarissaya (Boom)	Thai Teacher	rarissaya.jirathaitrong@regents-pattaya.co.th
Johnstone	Anthony	HoY 11/BS & Economics Teacher	anthony.johnstone@regents-pattaya.co.th
Jones	Garrie	Outdoor Education/LS Teacher	garrie.jones@regents-pattaya.co.th
Kim	Hyung Sun	Korean Teacher	hyungsun.kim@regents-pattaya.co.th

	(Hannah)		
Klailert	Pornthip (Joy)	Thai Teacher	pornthip.klailert@regents-pattaya.co.th
Kokotovic	Andrea Slaus	Head of Psychology	andres.kokotovic@regents-pattaya.co.th
Krasaesin	Khetsakun (Namyen)	Thai Teacher	krasaesin.khetsakun@regents-pattaya.co.th
Levin	Vadim	Teacher of Russian	vadim.levin@regents-pattaya.co.th
Linnè	Alexander	EAL Teacher	alexander.linne@regents-pattaya.co.th
Lyford	Iain	Head of Mathematics	iain.lyford@regents-pattaya.co.th
Mansell	Clarence	Instrumental Teacher	clarence.mansell@regents-pattaya.co.th
Marwood	Dominic	PE Teacher	dominic.marwood@regents-pattaya.co.th
McKenna	Patrick	GC & RS Coord/Science Teacher	patrick.mckenna@regents-pattaya.co.th
Merriott	Alyric	CAS Coord/Geography Teacher	alyric.merriott@regents-pattaya.co.th
Moore	Arthur	Mathematics Teacher/Learning Manager	arthur.moore@regents-pattaya.co.th
Morris	Jonathan	Mathematics Teacher	jonathan.morris@regents-pattaya.co.th
Oakes	Steven	Science Teacher	steven.oakes@regents-pattaya.co.th
Parsons	Kate	Head of Drama	kate.parsons@regents-pattaya.co.th
Parsons	Nigel	Maths Teacher	nigel.parsons@regents-pattaya.co.th
Patrick	Alastair	RISE Coordinator/EAL Teacher	alastair.patrick@regents-pattaya.co.th
Perry	Rachel	Head of Computing	rachel.perry@regents-pattaya.co.th
Pietsch	Ulli	Teacher of German	ulli.pietsch@regents-pattaya.co.th
Puckey	David	Acting Head of EAL	david.puckey@regents-pattaya.co.th
Rooney	Laura	Acting Head of English	laura.rooney@regents-pattaya.co.th
Rosales	Ana	MFL Teacher/University Advisor	ana.rosales@regents-pattaya.co.th
Smith	Corinna	Head of Science	corinna.smith@regents-pattaya.co.th
Smith	David	Head of Business Studies/Ec	david.smith@regents-pattaya.co.th
Smith	Cherielene	Art Teacher	cherielene.smith@regents-pattaya.co.th
Smith	Gavin	Science Teacher	gavin.smith@regents-pattaya.co.th
Spear	Clare	Head of Art	clare.spear@regents-pattaya.co.th
Spear	Tim	Head of Geography/EE Coord	timothy.spear@regents-pattaya.co.th
Stec	Victoria	English Teacher/GM Coordinator	victoria.stec@regents-pattaya.co.th
Steele	Liam	English Teacher	liam.steele@regents-pattaya.co.th
Taylor	Mark	Chemistry Coord/Science Teacher	mark.taylor@regents-pattaya.co.th
Thomas	Mark	Science Teacher/Exams Officer	mark.thomas@regents-pattaya.co.th
Trudgett	Sheila	Computing Teacher	shelia.trudgett@regents-pattaya.co.th
Virachkul	Sriphan	Head of Thai Studies	sriphan.virachkul@regents-pattaya.co.th
Watson	Kathryn (Kit)	Second in Mathematics	kathryn.watson@regents-pattaya.co.th
Weller	Anna	Head of Year 7/EAL Teacher	anna.weller@regents-pattaya.co.th
Wilding	Nick	Head of Secondary LS	nicholas.wilding@regents-pattaya.co.th
Williams	David	Head of Outdoor Education	david.williams@regents-pattaya.co.th

Though not listed here in its entirety, we have an extensive and fantastic set of support staff, both expat and Thai. They do an amazing job in supporting the teaching staff and making sure the school runs smoothly.

<i>Position</i>	<i>Name</i>	<i>Email</i>	<i>Thai Mobile</i>
Head of Secondary	Mrs Amos Turner-Wardell	amos.turner-wardell@regents-pattaya.co.th	0931359422
Deputy Head	Mrs Kirsten Van Niekerk	kirsten.vanniekerk@regents-pattaya.co.th	0852847602
Assistant Head	Ms Rachel Batty	rachel.batty@regents-pattaya.co.th	0967187221
Assistant Head	Mrs Tamara McKenna	tamara.mckenna@regents-pattaya.co.th	0968 036507
Assistant Head	Mr Michael Harrowell	michael.harrowell@regents-pattaya.co.th	0631177624
PA to Head of Secondary	Khun Daeng	arpasara.foojant@regents-pattaya.co.th	0933293881

Secondary Senior Leadership

Pastoral Care

Pastoral care is a strength of the school. Central to the aims of the school is the belief that each student may develop, within an environment in which each individual is valued and encouraged to make the most of every opportunity. In achieving personal development, each student will become a responsible member of the community, aware of the needs and values of others.

<i>Surname</i>	<i>Name</i>	<i>Position</i>	<i>Email</i>
Weller	Anna	Head of Year 7	anna.weller@regents-pattaya.co.th
Felts	Joanne	Head of Year 8	joanne.felts@regents-pattaya.co.th
Elapata	Vilochana	Head of Year 9	vilochana.elapata@regents-pattaya.co.th
Benchoula	Mehdi	Head of Year 10	mehdi.benchoula@regents-pattaya.co.th
Johnstone	Anthony	Head of Year 11	anthony.johnstone@regents-pattaya.co.th
Batty	Rachel	Head of IB	rachel.batty@regents-pattaya.co.th
Bolland	Glen	Deputy Head of IB	glen.bolland@regents-pattaya.co.th

Heads of Department at Regents

Andrews	Emily	Head of Secondary Music	emily.andrews@regents-pattaya.co.th
Belshaw	Katie	Head of MFL	katie.belshaw@regents-pattaya.co.th
Cooke	Katie	Head of History	katie.cooke@regents-pattaya.co.th
Daly	Steven	Head of DT	steven.daly@regents-pattaya.co.th
Harrowell	Laura	Head of Pri PE/PE Teacher	laura.harrowell@regents-pattaya.co.th
Hall	Rory	REAL Coordinator/EAL Teacher	rory.hall@regents-pattaya.co.th
Hart	Tom	Head of Sec PE/PE Teacher	tom.hart@regents-pattaya.co.th
Kokotovic	Andrea Slaus	Head of Psychology	andrea.kokotovic@regents-pattaya.co.th
Lyford	Iain	Head of Mathematics	iain.lyford@regents-pattaya.co.th
Parsons	Kate	Head of Drama	kate.parsons@regents-pattaya.co.th
Patrick	Alastair	RISE Coord/EAL Teacher	alastair.patrick@regents-pattaya.co.th
Perry	Rachel	Head of Computing	rachel.perry@regents-pattaya.co.th
Puckey	David	Acting Head of EAL	david.puckey@regents-pattaya.co.th
Rooney	Laura	Acting Head of English	laura.rooney@regents-pattaya.co.th
Smith	Corinna	Head of Science	corinna.smith@regents-pattaya.co.th
Smith	David	Head of Business Studies/Ec	david.smith@regents-pattaya.co.th
Spear	Clare	Head of Art	clare.spear@regents-pattaya.co.th
Spear	Tim	Head of Geography/EE Coord	timothy.spear@regents-pattaya.co.th
Stec	Victoria	GM Coord/English Teacher	victoria.stec@regents-pattaya.co.th
Virachkul	Sriphan	Head of Thai Studies	sriphan.virachkul@regents-pattaya.co.th
Wilding	Nick	Head of Secondary LS	nicholas.wilding@regents-pattaya.co.th
Williams	David	Head of Outdoor Education	david.williams@regents-pattaya.co.th

Whom do I contact at Regents?

Have a question/ suggestion/ concern?

General? Contact your child's tutor or Head of Year

Subject specific?

Contact your child's subject teacher or Head of Department

Highly important/ confidential?

Contact any member of the Secondary Leadership Team

Teaching and Learning at Regents

Our philosophy is shaped by a growth mind-set and as such, we believe that:

- learning is learnable;
- learning is limitless;
- setting limits to what students (and staff) can achieve is undesirable and counterproductive.

This 'Be Ambitious' approach is shared amongst our NAE sister schools and demands that our lessons are challenging. In essence, we strive to:

- Create a classroom climate that supports the development of high achievement - risk taking, high flying
- Approach lessons as part of apprenticeship in a subject not just learning the knowledge and skills needed to pass the examination - a community of learners
- Focus on the needs of individuals, make use of their strengths and recognise their weaknesses - empowered learners
- Design tasks that ensure intellectual challenge - higher order thinking
- Focus on high quality teacher/student interaction with both teacher and students playing a range of roles - questioning, explaining, challenging

We do not believe in natural abilities/gifts, and strive to avoid language that suggests otherwise.

Curriculum

Key Stage 3 – Adapted English National Curriculum

Years 7 to 9 students study the following subjects:

English or EAL (7 periods)

Accelerated Reader (1 period)

Mathematics (5 periods)

Science (5 periods)

Thai, Spanish, Mandarin or French (4 periods)

Art (2 periods)

Design and Technology (2 periods)

Drama (2 periods)

Geography (2 periods)

History (2 periods)

Computing (2 periods)

Music (2 periods)

Physical Education (2 periods)

Thai Language For All (1 period)

PSHE: Growing Minds (2 periods)

Key Stage 4 - (I)GCSE courses (The University of Cambridge and EDEXCEL)

IGCSE/GCSE offers a flexible course of study that gives candidates the freedom to choose subjects that are right for them, whilst providing them with a broad knowledge base and lifelong skills Year 10 and 11.

Students study compulsory subjects:

English or EAL (6 periods)

Mathematics (6 periods)

Growing Minds (2 periods)

Thai students are also required to take IGCSE Thai (4 periods)

Core PE is also timetabled for 2 periods per week

Students choose an option from each of the following blocks (offering may change from year to year):

Option A	Option B	Option C	Option D	Option E	Option F
Physics 1	Physics 3	Geog 1	Bio 3	Psychology 2	Thai 1
Physics 2	Bio 2	Bus St 1	ICT 1	Geog 2	Thai 2
Chem 1	Chem 3	Computing 2	Bus St 2	Economics	French
Chem 2	Art 1	PE	Art 2	Drama	Spanish
Bio 1	Psychology 1	History	DT 1	ICT 2	Fast Track Sp
Combined Sci	Computing 1	Music	DT 2		Mandarin
					Korean

Key Stage 5 - The IB Diploma Programme

The International Baccalaureate Diploma is designed as a pre-university qualification for students aged between 16 and 19. It is currently being taught in over 1000 schools around the world. A student who graduates with an IB diploma would be well placed for entrance to top universities in the UK, USA, Canada, Europe or Australasia.

The Diploma Programme consists of four main strands:

1. Subject Choices

Six chosen subjects that reflect a breadth of educational areas. A student must choose one subject from each group, selecting three Higher Levels (HL) for 6 periods per week and three Standard Levels (SL) for 4 periods per week:

- Group 1 (Studies in Literature): English Literature, Russian Literature, German Literature, Korean Literature, Thai Literature and Language. Self-Taught is also an option.
- Group 2 (Language Acquisition): English Language (for second language learners), French/Spanish/Mandarin Language or ab initio study (for beginners and at SL only) in French or Spanish. English Literature is also available in this group to students who are following their own language course in Group 1
- Group 3 (Individuals and Societies): Business Management, Economics, Geography, Information Technology in a Global Society (ITGS), Psychology, History
- Group 4 (Experimental Science): Biology, Design and Technology, Environmental Systems and Societies (SL), Physics, Sports Exercise and Health Science (SL), Chemistry
- Group 5 (Mathematics): Mathematics (Higher Level or Standard Level), Mathematical Studies (SL)
- Group 6: Visual Arts, Theatre, Music– or a second subject from group 2, 3 or 4 (subject to availability)

Each subject is assessed by coursework and examination at the end of two years' study. Each subject will count for up to seven points towards the diploma.

2. Theory of Knowledge (ToK):

The ToK course runs throughout the two years of the diploma programme as a taught subject. Students are assessed through a presentation and by a written essay on a given topic.

3. The Extended Essay (EE)

The extended essay is a 4000 word independent research paper on a subject of the student's choice. A member of the teaching staff will act as a supervisor to oversee the essay.

4. Creativity, Activity, Service (CAS) programme.

This is a unique programme to the IB Diploma. Students must complete a combination of Creativity, Activity and Service. This programme contributes no points towards the diploma, but without a full and varied portfolio, a diploma cannot be awarded.

ToK, EE and CAS all have coordinators on staff.

RISE

The Regents International Studies in English Programme (RISE) was introduced in 2014-15, aimed at meeting the needs of older students who are not yet ready for IB/IGCSE due to their lack of proficiency in English. It is an academically rigorous approach to language development that cuts across curriculum boundaries. The programme leader is Alastair Patrick.

Internal examinations

Towards the end of May, there is a series of examinations for Years 7-10 & 12 known as Assessment Week. Students' attainment and progress is measured and targets set for future development. In Year 10 and 12, a failure to attain a passing grade (A*-G) may result in withdrawal from a subject. Where a student fails to achieve a number of passing grades, promotion to the second year of IGCSE/IB may not be allowed. In such cases, the opportunity to resit Year 10/12 will normally be offered.

Year 11 and 13 have formal mock examinations in December or January. These grades help to formulate formal predicted grades for the examination boards and help with decisions regarding withdrawal from certain subjects.

A-Z

Absences

Students are not permitted to be absent from class, or school, at any time unless they have the permission of their parents or guardians. In cases of known, or anticipated, absence students are requested to bring a note from their parents. For prolonged absence, permission is required from a member of the SecLT. Parents or guardians are requested to provide a note (and a medical certificate for absences of over two days) to the Form Tutor.

Accreditation & Reviews

We are accredited via regular inspections and quality reviews through CfBT, IB, the Thai Authorities, Round Square and Nord Anglia Education.

Activities (CCAs)

A series of activities operate after school on Mondays and Thursdays, from 3.30-4.30pm. The variety of activities is enormous: Study Skills, Sudoku, Chess Club, Service Trips, International Award, Organisation for Loy Krathong celebrations, Orchestra, Choir, Theatre-sports, Football, Basketball, Golf are just a few examples.

Assemblies

A formal year group assembly is held each morning. Termly whole school assemblies are held to celebrate key events and achievements across both the Primary and Secondary Schools.

Bulletin (Parents)

On Friday afternoons, the Parent Bulletin is emailed to all Regents parents via the Marketing Department. This weekly publication focuses on up and coming events at Regents.

Bulletin (Students)

On a Monday, Form Tutors will share the contents of the Student Bulletin with their tutees.

Calendar

The key calendar that parents can access is available on the school website.

Closure of School

Should the school have to close for any reason, notification, via email, will be sent to staff, parents and students from the Principal, Heads of Schools or The Director of Operations. This message will also be posted to our website and Facebook page.

Code of Conduct (Students)

Students are expected to abide by the code of conduct below; all staff are expected to help enforce this code and present themselves as role models at all times.

Regents International School Pattaya expects each student to cooperate fully by taking responsibility for his or her own learning. This requires showing concern for the needs of others to pursue their studies without interference, behaving appropriately at school both within and outside the classroom, and respecting the authority of all teachers and other members of staff. It is essential that students develop respect for themselves as individuals and as students of the school. The school therefore requires students to conduct themselves at all times in a manner that will enhance their reputation and that of others at School.

Students are expected to:

- Treat members of the school community and visitors with courtesy.
- Respect and take responsibility for school property.
- Wear the school uniform correctly.
- Conduct themselves at all times in a manner that will enhance their own reputation and that of the School.
- Be punctual and attend all classes, unless illness or approved absence prevents attendance.
- Remain on the school property throughout the day unless signed permission to leave is granted by the Head of Year or the SecLT.
- Be diligent in their studies and complete homework.
- Use the Student Planner effectively and ensure that it remains in good condition. Bring the Student Planner to every class and to each Tutor Group. No graffiti or covering of any kind is acceptable.
- Abide by the disciplinary procedures of the school.

Commendations

There are many opportunities throughout the year for students to earn certificates and awards. In the final week of the academic year, we have a Prize Day where awards for academic attainment and progress are made.

Students can earn house points for academic achievement, academic improvement, effort, homework, community service or participation in house competitions

Discipline

Our students are very well behaved. However, adherence to school rules is vital for students. The Form Tutor is the primary point of parental contact. The Heads of Year are responsible for student discipline within their Year groups. The Secondary Leadership Team has overall responsibility for student pastoral care, welfare and discipline.

The school behaviour policy outlines a series of levels:

Serious Misconduct

Level 1: Warning

Your tutor or teacher will make a note of your name.
You will be told what to do to help you improve.
You need to act on this!
If you listen and act, you made the right choice!
If you don't listen and act, you move to L2.

Level 2: Class teacher or tutor sanction

Detention with teacher or tutor.
This will happen if you don't improve your behaviour, complete your homework or improve your punctuality, organisation or uniform.
Your Head of Year (and Head of Subject) will be informed.
If you reach L2 twice, you will be put on L2 report to help you focus on how to get it right.
If you get 3 L2s or your report is unsatisfactory, you will move to L3.

Level 3: 1 hour detention after school

After school detention with Head of Year.
Your parents will be contacted.
It will be recorded on your school file.
You will be put on an L3 report with targets to meet.
You get this for 3 L2s, or for doing something serious.

Level 4 : Isolation or daily detention

You will be isolated, excluded or given a daily detention.
You will have a meeting with a senior teacher and your Head of Year.
Your parents will be asked to attend.
You will be given targets, which you must meet.
This will happen if you get several L3s, or do something very serious, such as truanting, bullying, fighting or something dangerous.

On very rare occasions, students may behave in a manner that warrants an instant referral to the Deputy Head of Secondary or Head of Secondary or Principal. Examples of such behaviour include leaving class without permission, rudeness, racism, physical abuse, possession/supply of illegal items, violence, smoking, swearing at a teacher, theft, misuse or abuse of school property, inappropriate use of the internet

In such cases, it is possible at the discretion of the Head of Secondary/Principal that a student could be suspended or required to leave the school.

English Language

There is an expectation at Regents International School Pattaya that all students speak English during lessons (except MFL lessons) and in the corridors during the school day.

Gap Students

As a boarding school, we have a team of gap students (approx. 12) who are an essential part of Regents' life. They come from all corners of the globe to spend a year or six months at our school. They are involved in lessons, activities and boarding. They are treated as members of staff and expected to behave appropriately. They are a brilliant addition to our team. We also have occasional exchange students who join the school for a term, again mainly from RS schools.

Global Campus

The Global Campus is an NAE platform that allows all of our students to connect across 40+ schools. It is an excellent learning resource and departments are expected to utilise the many resources and events that take place. There is also an annual expedition that students can attend; in 2016, this was in Tanzania.

Health & Safety

Health & Safety is paramount at Regents. We have a large campus that is not only a day school but also home to many staff and students. We have a large team of support staff who maintain our site. They do a wonderful job and deserve our utmost support and respect. They are spearheaded by our Director of Operations, Khun Kirsty. Please refer and H&S concerns to any member of staff and remember to wear your Parent ID badge around school.

Homework

Homework is fundamental to good teaching and learning and the development of students as autonomous and responsible learners. Homework is a vital part of the study programme at Regents.

It attempts to:

- enhance the whole learning experience
- raise achievement of all students
- improve motivation of all students
- encourage and develop independent learning
- increase self-discipline and develop a personal responsibility for learning
- encourage learning as an out of school activity
- encourage and improve home-school links
- allow practice consolidation of work done in class
- assist preparation for future class work
- provide opportunities for individualised work
- encourage students to plan and organise time
- provide opportunities for parental co-operation and support

Types of Homework

The form that homework can take is varied. It can be:

- an extension of class work to develop or/and clarify aspects of that subject
- a separate piece of research work on a familiar or relatively new topic
- preparation for a future lesson
- revision for a test
- coursework/projects
- finishing - occasionally and fit for purpose

Setting and Completion of Homework:

- student planners are issued to all students and must be brought to every lesson
- students will be inducted on how to use them by their Form Tutor

- must be brought to every lesson
- homework set by staff must be recorded in the planner by the student, accompanied by a completion date
- students are responsible for obtaining a parental signature in their planner on a weekly basis.
- Parents may use it to add any comments
- KS3 timetables are provided by HOYs.

Year 7 homework is staggered:

Term 1.1 - English, Maths, Science, MFL, Instrumental Music, Accelerated Reader

Term 1.2 – all other subjects

45 minutes maximum per subject per week.

Revision & occasional/minimal finishing-off allowed any time.

Houses

The House system divides the students into Houses for activities and competitions during the year:

SUN (YELLOW) EARTH (GREEN) WATER (BLUE) FIRE (RED)

Events are numerous and include House Football, Basketball, Debating, Battle of the Bands, Dancing, Theatre Sports, 5K Regents Race, etc.

Every member of staff is assigned to a House and is expected to support and mentor the students within that House to organise and participate in events with the correct spirit and sense of adventure. Four members of staff will be asked to volunteer as House Captains for each House at the start of the academic year. The House Trophy will be awarded to the winning House Captains in the final assembly of the academic year. There are also House Mufti Days and House Celebration Days throughout the year to celebrate the House making the most progress. Friday is House t-shirt day.

IT

Technology at Regents has gone through a massive upgrade over the last few years. Our internet connection is fast and reliable, all classrooms have projectors, and many have IWBs. We have new suites of high-spec PCs and Macs, and an expert team of support staff to problem solve.

ID badges

Students must wear ID badges at all times. These also act as smart cards for printing and photocopying and the purchasing of food.

Infirmary

Students who need to see the School Nurse require permission from their class teacher. They will be sent with a note to the Secondary Office, where they will be issued with a 'Permission to Visit Infirmity Form' which will allow them to see the School Nurse – she will not accept non-emergency students without this form. After treatment, the Nurse will complete the Permission to Visit Infirmity Form and the student will then need to return the form to the Secondary Office and then go to class.

International Baccalaureate

The IB Diploma Programme is our post-16 curriculum and is central to the philosophy of the school. Upon arrival, our IB Coordinator will deliver an Introduction to IB workshop for all new staff.

Whilst the IB years are integral to our school, it is also a key transition phase between school and university/work. Business dress for IB students is different from that worn in the rest of the school and is instantly recognisable. IB students must wear business dress correctly, as we expect them to set an example for younger students at all times. There is a full IB policy, which outlines our expectations of IB students.

Learning Support

From time to time, some students will have trouble in their learning and intervention is necessary to help support them. Sometimes support can be given from a specialist Learning Support Teacher or Assistant. This support may take place in the classroom or the student may be withdrawn; support may be for a short period or may extend throughout the child's school career.

We have a small number of students who are diagnosed with Dyslexia, ADD/ADHD, Asperger's, ASD, Dysgraphia, Dyscalculia, Speech Language and Communication Needs. Many of these children receive support of some type. The Regents International School can, in general, only deal with students who have Moderate Learning Difficulties – we work closely with The Village which is a privately run local school that deals with more severe Learning Disabilities.

Learning Support staff are more than happy to help with advice and support to allow reasonable adjustments to be made to classroom teaching, which helps make it more accessible for children with Learning Difficulties.

Lateness

Students who are late to school need to sign in at the Secondary Office. Lateness to school is not tolerated and Heads of Year will contact the parents of students who are repeatedly late to school without a valid reason. Punctuality and attendance data is printed on school reports.

Lesson Timings

Period	Time	Duration (minutes)
Registration/Assembly	08:20 - 08:40	20
1	08:40 - 09:20	40
2	09:20 – 10:00	40
Morning Break	10:00 – 10:20	20
3	10:20 – 11:00	40
4	11:00 - 11:40	40
5 (including glide time)	11:40 - 12:20	40
6	12:20 - 13:00	40
Lunch	13:00 – 14:00	60
7	14:00 - 14:40	40
8	14:40 -15:20	40
Activities	15:30 -16:30	60

Lost Property

Students are to be encouraged to clearly name their property. Lost property is kept in the Secondary Office.

Mobile Phones (and other Digital devices)

In today's world, many students have access to a range of electronic equipment. These items can be a useful tool for learning, an important communicative tool or can provide imaginative ways for students to enjoy some free time. Unfortunately, they can also be a nuisance and hindrance to life at school. Such expensive items can be damaged, lost or stolen. They can also be used as status symbols and instruments of harassment and bullying. They can also be major distractions preventing students from being focused on their learning during the school day.

For students who bring mobile phones, iPads, etc. to school, there is a digital device policy that was constructed with the help of the Student Guild. This is printed in the Student Planner and is at the back of this guide. We do reserve the right to ban digital devices for those students who misuse them, either temporarily or permanently.

Outdoor Education

All students are expected to attend their respective outdoor education opportunities throughout the year.

Students from Year 7 to 11 have a week at various locations and adventure activity providers. The students are split into two groups and the two camps are normally run over consecutive weeks. Staff collaborate to produce curriculum related activities for the camps, which involve important delivery of the curriculum. In the exceptional circumstances when a student is unable to attend camp, they should not come to school.

Students in Year 12 attend a CAS camp within a local national park. This, too, is compulsory. Year 13 also spends a week in an outdoor environment working on their IB Group 4 projects, ToK and university applications.

Parents Rep Group (PRG)

The PRG is a representative body of parents who meet regularly with a view of supporting the activities and aims of the school.

Parents' Evenings

Parents' Evenings are held according to the Secondary School Calendar. It is hoped that all parents and their children will attend Parents' Evenings. Prior to these events, letters of invitation will be distributed to parents and appointment sheets are printed in the Student Planners.

For parents who are not fluent in English we use IB students as interpreters. This can be arranged by contacting Khun Daeng, the Head of Secondary PA at arpasara.foojant@regents-pattaya.co.th.

Prefects & Student Voice

The Head Boy and Head Girl are elected in Term 1 each year and they appoint a team of Pillar Leader Prefects, through applications from Year 12 students. Each Pillar Leader Prefect takes the lead on one of the Round Square IDEALS and has a variety of duties around the school. There are also a team of more traditional prefects, who are elected by staff and are assigned duties around the school as well as acting as advisors to the younger students. Prefects are expected to act as role models in terms of behaviour and leadership. There is also a Student Guild, which is made up of representatives from all year groups in the Secondary School.

PSHE (Growing Minds)

Form Tutors will deliver the PSHE programme as directed by the Growing Minds Coordinator. The programmes will be coordinated in such a fashion as to complement other events around the school. Periods 7 and 8 on a Monday are both allocated to Growing Minds, although some activities may involve daily instruction during Registration.

Round Square & Global Citizenship

Regents International School Pattaya has been a member of the Round Square organisation since 2001. The school was formally inducted into Round Square at St. Philip's College in Alice Springs, Australia, where the 2001 International Round Square Conference was hosted. To be a Round Square School, Regents International School Pattaya had to demonstrate how the six pillars of RS are delivered through different areas of educational practice in the school. The six pillars of Round Square are called IDEALS:

- Internationalism
- Democracy
- Environmental awareness
- Adventure
- Leadership
- Service to the community

The IDEALS of Round Square are the basis of what should be a vibrant and challenging holistic education. They initially came from the educational philosophy of Kurt Hahn, a German educationalist who taught at Gordonstoun School in Scotland. It was at Gordonstoun that the idea of Round Square was hatched and the name of the organisation derived from the building that the first Round Square meeting was held in, today now known as The Round Square Building. For more information about Round Square, please go to www.roundsquare.org.

There are now over 100 Round Square Schools located throughout the world, representing each of the six habitable continents. Every Round Square School is the same in that they believe in the six IDEALS but at the same time, each school can be very different and unique in how it chooses to implement the IDEALS in its own community, culture and environment. This unity and diversity encourages Round Square Schools to look beyond a basic academic education and enables them to prepare their students for success in an ever more complex and difficult world.

At Regents International School Pattaya, we do not hold back! Round Square is everywhere and is involved in almost everything we aim to achieve, from Early Years all the way up to graduation and the end of the IB Diploma in Year 13. It is found in the boarding programme, induction and inset, performance management the administration and Thai staff, parents, friends and, of course, the school community. Everyone has the opportunity to be involved, learn more about themselves and ultimately to make a difference locally, nationally, or globally.

Some of the many Round Square programmes, projects and activities that students are expected to participate in throughout an academic year include:

Round Square Week (a week of activities for all students), Baan Maelid Karen Hill Tribe Project, Koh Phi Sea Gypsy Project, World at Lunch, Clean-up the World, Round Square Sleepover, International Round Square Conferences, Campaigning Week, Leadership Week, Democracy Day, Green and Healthy Week, Eco- committee, Round Square Council, Student Guild, Boarders Council, Barazza Groups, International Day, Pattaya to Phi Phi Challenge, Cross Bay Swim, World AIDS Day, Goldfish Young Enterprise, Mechai Patanna School project, Australian Exchange, International Award, Jesters Care for Kids, Amnesty International, etc.

If you would like more information about the Round Square programme, please contact patrick.mckenna@regents-pattaya.co.th

Student Planners

All students have planners that they are expected to have with them in all classes. The planner contains important information as well as being a means of communicating with parents and monitoring student progress.

Form tutors regularly monitor that students are using their planner effectively and sign the planner each week on behalf of the Regents teaching staff, with space also provided for a weekly parent signature.

A blank calendar of the year is in the planner for students to fill in important events. Students should be encouraged to update their planner as necessary during the year. The planner also has areas where students can register their house points and spaces for personal reflection.

Uniform - General

It is important that all students show pride in themselves and in the school. One visible way for them to do this is to wear their uniform correctly. We want our parents, visitors and community to see this in the way our students dress and conduct themselves when in uniform. When entering and leaving, or whilst on the premises, all students must be in full correct uniform or in full correct PE or sports kit. This includes boarding students before and after school. They are to change out of uniform completely after school. The PE uniform may only be worn for games, PE lessons or appropriate after school activities. Students may not attend other classes in PE uniform or sports kit without the permission of their Head of Year. All students are issued with an identification badge, which must be worn at all times.

Hair

Hair should be neat, tidy, of a natural colour and off the face. It should be kept shorter than collar length for boys, and boys are expected to be clean-shaven: beards or moustaches, of any style, are unacceptable. Girls' hair should be tied back in practical lessons if it reaches the shoulders, and headbands or hair ties must be navy, white or black. Artificial streaks or excessive, distracting colours will not be permitted.

Make-up and Nail Varnish

Make-up, fake nails or nail varnish, visible face or body piercings, ankle bracelets and extreme hairstyles are not allowed. Shoes should be clear and polished, and worn or frayed clothing should be replaced.

School reserves the right to ask students to modify their hairstyle or uniform if their presentation falls below an acceptable standard as determined by the Head of Secondary.

Jewellery

Students may wear one plain ring, one pair of plain stud-like earrings in the lobe and one simple wrist bangle. If worn, one religious necklace must be under the blouse/shirt and removed for PE.

Prohibited jewellery will be confiscated and passed to the Head of Year until the end of half term.

Uniform – Sixth Form (Year 12, 13 and RISE) Boys

Trousers

Boys should wear formal, plain, well-fitting trousers. Denim/jeans, cords, combat trousers and casual or un-pressed chinos of any colour are not allowed. Hipsters and low-slung trousers should be avoided. Trousers should be of an appropriate length and not drag on the ground below the heel of the shoe.

Belts

Belts should be plain in design, coloured either brown or black. The belt buckle should be conservative and of a reasonable size. Students may not wear over-sized buckles.

Shirt and Tie

Students must wear a long/short-sleeved business shirt, and tie of conventional (conservative) design and colour. T-shirts should not be visible under the shirt. Shirts must be tucked into trousers at all times.

Sweater

A simple coloured V-neck sweater or cardigan of conventional size, design and colour may be worn.

Shoes and socks

Shoes must be black/grey/white and must be smart, practical and sensible. Trainers or casual shoes must not be worn. Backless shoes, including shoes with backs that are worn down, are not acceptable. Socks should be dark coloured or white.

Uniform – Sixth Form (Year 12, 13 and RISE) Girls

Skirts

Skirts should be of a conventional design and colour. They should be worn on or just below the knee. Skirts should not be too “figure hugging”. The split(s) in any skirt should not be higher than knee length. It should not be possible to see through the material of the skirt.

Blouses

Blouses should be of a conventional design and colour. They should be collared and should not contain frills. They should cover the shoulders, upper arms and midriff. Blouses (tops) should be tucked into the skirts unless they are specifically tailored in a way as to be worn outside their skirt, in which case the midriff should be covered at all times. It is not acceptable to wear a low-cut t-shirt or vest under an open blouse. It should not be possible to see through the material of the blouse.

Sweater

A plain coloured V-neck sweater or cardigan of conventional size, design and colour may be worn.

Shoes

Shoes must be appropriately smart, practical and sensible: heels of medium height are acceptable. High heels, backless shoes, including shoes with backs that are worn down, are not acceptable.

Make-up and Nail Varnish

Sixth Form girls may wear discreet make-up and nail varnish.

On all school-sponsored activities and trips, student dress should be acceptable and avoid extremes of fashion.

Uniform – Years 7 to 11 Boys

- School shirt (not tucked in)
- Long navy school trousers
- Black/Grey/White socks
- Black shoes. Sport shoes, styled shoes and excessively thick soles are not allowed.

- Black leather belt with a standard size buckle (optional)
- Plain white t-shirt to be worn under the shirt (optional)
- School hooded jacket (Hoodie) or a plain, navy or grey pullover with no logos (optional)

Guidelines for all boys:

- Hair – should be neat, of a natural colour, off the face and not past the collar.
- Trousers should be worn at the waist.
- The bottom of the trousers should just touch the shoes.
- Shoes should be clean and polished.
- Worn or frayed clothing should be replaced.

Uniform – Years 7 to 11 Girls

- School blouse (not tucked in)
- School long navy trousers or navy skirt, which must reach the knee
- Back/Grey/White socks
- Black shoes. Sport shoes, styled shoes, flip-flops and excessively thick soles are not allowed.
- Plain white t-shirt to be worn under the shirt (optional)
- School hooded jacket (Hoodie) or a plain, navy or grey pullover with no logos

Guidelines for all girls:

- Hair – should be neat, tidy, of a natural colour and off the face. If hair reaches the shoulder it is to be tied back in practical lessons. Headbands, hair ties etc. must be navy, white or black.
- Shoes should be clean and polished.
- Worn or frayed clothing should be replaced
- NOT ALLOWED – make-up, fake nails, nail varnish, visible face/body piercings, ankle bracelets, extreme hairstyles

Non-uniform (MUFTI) Days

Non-uniform days are occasionally held during the year for the purpose of supporting Round Square service projects, to raise money for the Student Guild or to celebrate House success. Although they have choice in what they wear, students must not wear clothing that is inappropriate for school. In particular students must wear:

- Appropriate footwear for technology and science laboratories
- Clothing that is neat and tidy and not in disrepair or exhibiting inappropriate logos or words
- Clothing that is modest (no low-cut, bare-midriff or revealing outfits)
- Skimpy shorts are not allowed
- If timetabled for PE normal PE kit must be worn

Normal standards for jewellery and make-up will apply. Students are encouraged to enter into the spirit of the day, which is primarily to help others less fortunate (it is not a fashion competition). Students are expected to be considerate of their peers at all times.

Sports/PE Kits

Details of both sports and PE kits are available from the PE Department and the school uniform shop.

Friday is House t-shirt day. All students are encouraged to wear their House t-shirt instead of their school shirt – all other uniform remains the same.

VLE (Virtual Learning Environment)

We use Moodle as our main VLE. Nicole Sargeant is our Moodle Champion and will provide support where necessary.

Digital Devices - Sensible Use

We know that digital devices are an essential part of modern life and can be excellent learning tools. However, for everyone's benefit, the following 'sensible use' agreement has been put together in consultation with the Student Guild.

You may use your device before / after school and at break times, as long as you follow these rules:

You are responsible for the safety and security of your own digital device.

You must keep your device out-of-sight in lessons, unless a teacher says otherwise.

Your device must be in standby mode/off when in lessons.

Devices must not be used during lesson changeover times.

You must not telephone or message anyone without the permission of a teacher.

Devices must never be used in tests or examinations.

Devices must not be used nor headphones worn when moving around the campus.

You must not post messages to personal social networking sites (Facebook, Twitter, Snapchat, etc) whilst at school.

You must not use the device to capture, record, or transmit audio, video or photos of students or staff without permission of a teacher.

Audio, video or photos captured on campus or a school trip must never be posted onto a public website without permission of a teacher.

The Wifi network is owned by the school and you will be held responsible for the sites you visit using the network.

What Happens If I Get It Wrong?

We believe that independence is a key part of growing up and preparing for the real world. We all make mistakes. However, learning from our mistakes is important and repeated breaking of rules will have consequences. In-line with our behaviour policy, consequences follow a four-level approach:

LEVEL 1: WARNING - verbal warning for a first offence

LEVEL 2: WARNING - confiscation until the end of the lesson and parents notified

LEVEL 3: WARNING - student required to leave the device at home for a specified period

LEVEL 4: WARNING - student banned from bringing any portable digital device to school/student - suspension from school

Of course, if you were to do something serious, such as cyber-bullying, you are likely to find yourself immediately at Level 3 or 4.