

Secondary School

Student-Parent Handbook

2024-25



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1. Introduction to Lanna International School

Lanna International School Thailand was founded in 1993 to serve all families in the Thai and international communities of Chiang Mai who desire a non-sectarian, international education for their children. From the beginning, LANNA has encouraged applications from students of diverse cultural, linguistic and spiritual backgrounds.

Today, LANNA's students in Foundation Years through to Year 13 represent a wide variety of nationalities and cultural backgrounds. LANNA believes that the diversity of its student body is one of its greatest strengths, supporting the school's mission to prepare its students to be responsible world citizens.

Welcome from the Head of School

Dear Parents and Students

Firstly, a special LANNA welcome to our new families to the LANNA community. Lanna International School is commonly referred to as LANNA, so when you see this in future readings you can relate it to the school.

To our returning families, a warm and grateful embrace to welcome you back and continue your journey as part of the LANNA community.

This Parent/Student Handbook is a valuable resource for both parents and the students as it provides initial information on almost everything that happens at LANNA.

Please take time to read through the booklet. We have made it electronic in line with our beliefs towards sustainability and the fact that these booklets contain many items that may change in time so electronically we can adjust as required and resend to you all.

I look forward to meeting you over time on campus.

Thank you

Rob Stewart

Head of School

School Year Outline Calendar 2024-25

Lanna International School: Calendar of Holidays 2024-25						
	Monday	Tuesday	Wednesday	Thursday	Friday	
Aug				1 Leadership Team Return	2	
	5 Induction (new staff)	6 Induction (new staff)	7 Orientation (all staff)	8 Orientation (all staff)	9 Parent Meetings (all staff)	
	12 HM Queen's Birthday Observed	13 Term starts for students	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	
Sep	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19 Student Half Day	20	
	23	24	25	26	27	
	30					
Oct		1	2	3	4	
	7	8	9	10	11	
	14 Rama IX Memorial day observed	15	16	17	18	
	21	22	23 Chulalongkorn Memorial Day	24	25	
	28	29	30	31		
Nov					1	
	4	5	6	7	8	
	11	12 Student Half Day	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	
Dec	2	3	4	5 Father's Day	6	
	9	10 Constitution Day	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30	31				
Jan			1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22 Student Half Day	23	24	
	27	28	29	30	31	
Feb	3	4	5	6	7	
	10	11	12 Makha Bucha Day	13	14	
	17	18	19		21	
	24	25	26	27	28	
Mar	3	4	5	6	7 School closed - CMCIS PD	
	10	11 Student Half Day	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	
	31					
Apr		1	2	3	4	
	7 Chakri Day Observed	8	9	10	11	
	14 Songkran Festival	15 Songkran Festival	16 Songkran Festival	17	18	
	21	22	23	24	25	
	28	29	30			
May				1	2	
	5 Coronation Day Observed	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	
Jun	2	3 Queen Suthida's Birthday	4	5	6	
	9	10	11	12 Parent Meetings (all divisions)	13 Teacher Work Day (all staff)	
	16	17	18	19	20	
	23	24	25	26	27	
	30					

To see our complete and current calendar of events visit: <https://www.lannaist.ac.th/calendar>

The School Day

LANNA's school day begins promptly at 8.15am every day.

All Secondary Students should be in their homeroom at 8.15am, ready to have the morning attendance register taken. Any students arriving significantly after 8.15am, but before the end of homeroom at 8.25am, will be recorded as late (tardy). **Students who arrive after 8.25am, and therefore miss homeroom registration altogether, are recorded as absent from school for that day, since daily attendance is based on morning registration.** Homeroom attendance is mandatory, creating an opportunity for students to connect with their peers and teachers in a more informal setting. This time is used for announcements, sharing important information, and building a supportive classroom community. Regular homeroom attendance can help students feel more engaged and connected to the school, promoting a positive school culture and improving overall student morale. Repeated homeroom absences will be followed up by homeroom teachers and/or the Head of Middle and High Schools.

Secondary School Day (Years 7 to 13):

Monday; Wednesday; Friday		Tuesday; Thursday	
8.15 – 8.25	Homeroom	8.15 – 8.25	Homeroom
8.25 – 9.05	Period 1	8.25 – 9.05	Period 1
9.05 – 9.45	Period 2	9.05 – 9.45	Period 2
9.45 – 10.25	Period 3	9.45 – 10.25	Period 3
10.25 – 11.05	Period 4	10.25 – 11.05	Period 4
11.05 -11.25	Morning Break	11.05 -11.25	Morning Break
11.25 – 12.05	Period 5	11.25 – 12.05	Period 5
12.05 – 12.45	Period 6	12.05 – 12.45	Period 6
12.45 -1.30	Lunch Break	12.45 -1.30	Lunch Break
1.30 – 2.10	Period 7	1.30 – 2.10	Period 7
2.10 – 2.50	Period 8	2.10 – 2.50	Period 8
2.50 – 3.40	Period 9		

Lanna International School Staff

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10L Mr Theunis

11L Ms Kelly

12L Ms Sarah B

13L Mr Dan

7I Ms Beverley

8I Ms Marta

9I Ms Katelynn

10I Ms Lucy

11I Mr Roland

12I Mr Scott

13I Ms Anna

7S Mr Chris

8S Ms Linda

9S Ms Anila

10S Ms Fiona

11S Mr Kieran

12S Mr Gary

7T Ms Alice

7T Ms Sarah G

2. Learning at LANNA

Vision Statement

We aim to provide **academic excellence** within a **caring community**.

Mission Statement

We follow a broad British curriculum and seek to enable our students to achieve their full potential and become creative, responsible and successful citizens.

Schoolwide Learning Outcomes

LANNA's "Schoolwide Learning Outcomes" are cross-curricular learning outcomes which are pertinent to all classes taught at LANNA. In planning lessons and activities, we consider not only the curricular objectives of the course, but also these more global outcomes.

In every class at LANNA, our students will be:

EXPLORERS & LEARNERS

- ❑ Think critically and creatively in solving problems, evaluating information and making decisions.
- ❑ Work individually and cooperatively in exploring and sharing ideas, setting priorities and reaching goals.
- ❑ Use a variety of appropriate resources, including information technology, to obtain information for academic and personal use.
- ❑ Participate in educational and extra-curricular activities within LANNA's culturally diverse school community.

COMMUNICATORS

- ❑ Communicate effectively and clearly, verbally and in writing, and be able to represent information and ideas visually.
- ❑ Become proficient users of spoken and written English for social and academic purposes and for self-expression.

GLOBAL CITIZENS

- ❑ Demonstrate awareness and sensitivity with respect to their own and others' cultures and abilities.
- ❑ Become responsible global citizens, recognizing how the actions of individuals and society have consequences.

CONFIDENT & HEALTHY INDIVIDUALS

- ❑ Demonstrate self-esteem, self-reliance and integrity grounded in knowledge and understanding of self and others.
- ❑ Value and appreciate the importance of nutrition, physical fitness, personal health and well-being.

Recognition & Accreditation

Lanna International School Thailand is licensed by the Thai Ministry of Education and is fully accredited by The Western Association of Schools and Colleges ([WASC](#)) for Foundation Years through to Year 13. Accreditation requires continual self-evaluation, frequent reports, and periodic external review. WASC is an American accreditation organisation responsible for accrediting international schools in Asia, as well as schools in California and Hawaii.

Accreditation is affirmation by professional peer evaluators that:

- a school is what it says it is,
- the school does what it does in accordance with criteria set by the academic community,
- the school is committed to continuous improvement.

The Thai Ministry of Education has certified that our Year 2 is the equivalent of Thai Prathom 1 with comparable increments throughout the different levels up to Year 13. A student graduating from LANNA will receive upon application to the Thai Ministry of Education a certificate indicating that his/her diploma is the equivalent of a student graduating from a Thai school.

LANNA has been a registered Cambridge International Examinations centre since 2005. LANNA is also a member of the East Asia Regional Council of Overseas Schools ([EARCOS](#)) and a member of the Federation of British International Schools in Asia ([FOBISIA](#)).

English Language School Campus

All classroom teaching and learning, throughout the school, is conducted in English. We believe that students benefit in multiple ways by speaking English throughout the school day, including outside of timetabled classroom lessons, and we actively encourage students to do so. These benefits include:

Inclusion and Integration - Sharing, and making use of, a common language is important in order to maintain our inclusive community culture. Using a common language helps to break down barriers between students from diverse linguistic and cultural backgrounds, promoting inclusivity and a smooth integration into the school culture. Speaking other languages within the campus encourages smaller factions, less integration, and actively works against a culture of inclusivity - something that is very important to us at LANNA. In short, students cannot form meaningful relationships with classmates who frequently speak a language they do not understand.

Academic Achievement - Consistent use of English throughout the school day, at all levels, helps students improve their English language fluency, which in turn leads to improved comprehension of academic material and higher levels of academic achievement. Over the past 30 years LANNA students have consistently achieved extremely high English language proficiency. Our students' IELTS scores from the past 5 years range, impressively, between 6.5 and 8.5 - allowing access to top university options. This is an incredible achievement which we are extremely keen to maintain.

All classroom teaching and learning is conducted in English throughout the school; assessment at all levels takes place in English; participation in events, clubs, societies and all social events hinge upon students' fluent use of English. Proficiency in English is also essential for all higher level school examinations (IGCSE and A level), as well as onward English speaking university pathways. Using English to a high level is key to success at LANNA and beyond, in so many ways, hence our huge focus on English, both inside and outside of the classroom.

3. Curriculum and Programmes

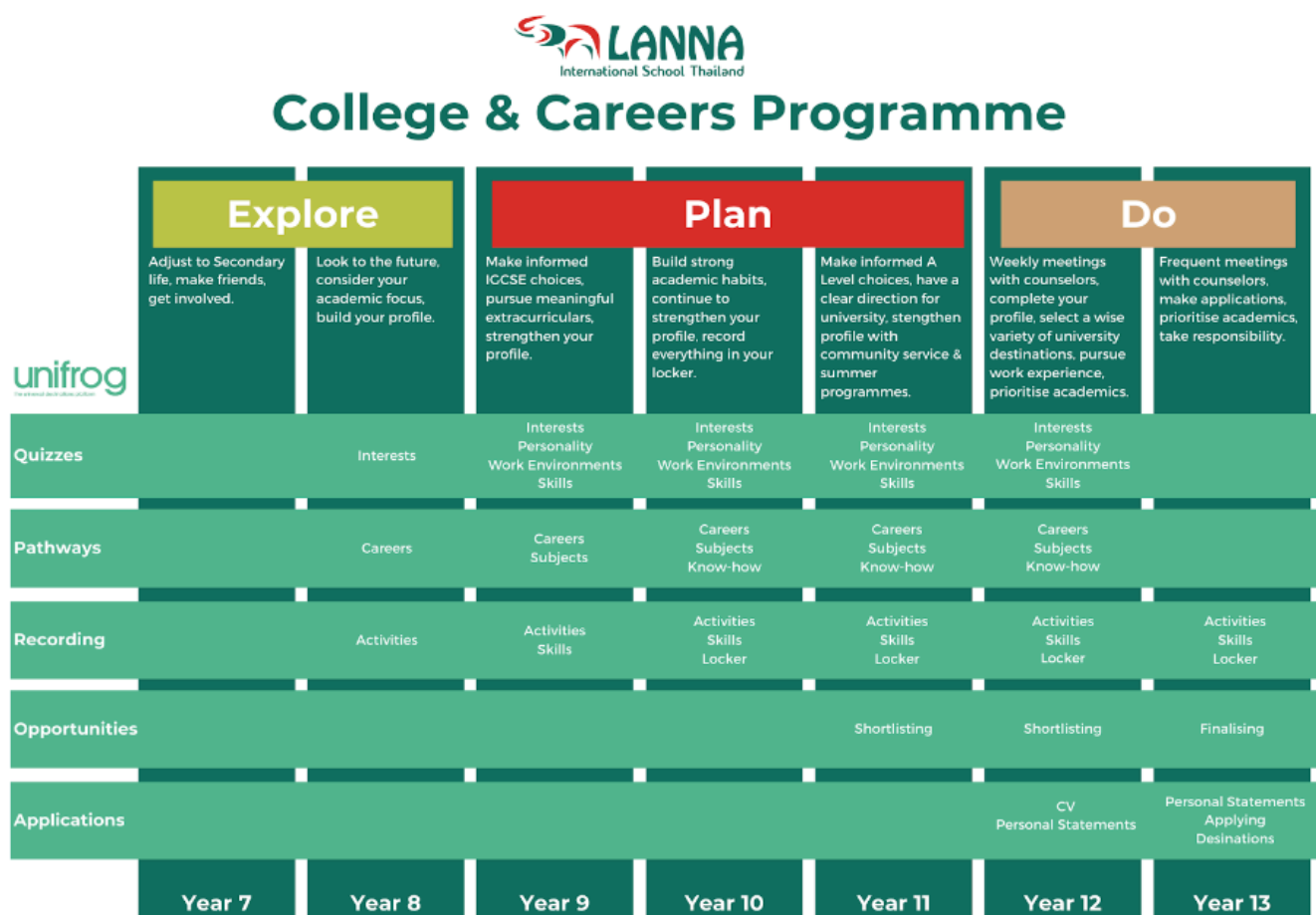
For details of all Cambridge Assessment International Education (CAIE) programmes of study, and to download learning resources, visit the CAIE website: <https://www.cambridgeinternational.org>

for Edexcel visit : <https://qualifications.pearson.com>

For details of LANNA's programmes at each of the levels described below please download the course handbook from our website: <https://www.lannaist.ac.th/academics/secondary-school>

College & Careers Programme

LANNA strives to provide our graduates with a variety of opportunities for a successful, meaningful life path after high school. For most students, this means seeking university offers from top universities around the world or in Thailand. As such, we run a comprehensive College & Careers programme throughout Secondary as detailed below:



Year 12/13 students meet with the Head of Higher Education & Careers twice weekly to build their academic profiles, research university options, and prepare applications. Parents will be invited to meet privately with their child and LANNA counsellors on multiple occasions to discuss their child’s university plans.

In the final year (Year 13), all students are advised to apply to a number of universities while they have the full resources of the School at their disposal*. Students will shortlist and apply to a number of universities as follows:

- **Aspirational** (*at least 1*): High-ranking, prestigious universities that the student *might* be able to gain an offer and attend
- **Solid** (*at least 2*): University or college programmes that fit with the student's predicted grades and budget
- **Safe** (*at least 1*): Back-up university, college, and/or vocational options for which the student will almost certainly be accepted

Furthermore, all Year 13 students will be encouraged to apply to at least one Top-100 global university if they have a possibility of being accepted*. In order to support this goal, the School will reimburse one Top-100 university application fee for each graduating student, including any required postage.

For the few universities that require application materials to be posted via certified international mail (e.g. Japanese and Korean universities), families will be expected to pay for these fees.

All academic references are strictly confidential and will be sent to universities directly by the School—unless required otherwise by universities.

If families hire external agents, they are expected to inform the Head of Higher Education & Careers. Otherwise, references and predicted grades may not be issued. Please exercise extreme caution when using external agents as they are often paid on commission and may not represent the student's genuine best interests.

**Note: Students' plans for their lives after LANNA is, of course, 100% at the discretion of the students themselves and their families. Thus, Year 13 students may be released from these expectations only with explicit instructions from parents after a counselling session.*

A Levels (Years 12 & 13)

One of the most recognised and respected high school qualifications in the world, Cambridge International Advanced level (A level) is widely viewed as representing a "gold standard" and is accepted as proof of academic ability worldwide. Good grades at A level can be the key to admission to the world's major English speaking universities.

A level courses take two years to complete and students are free to select up to four subjects from the following options offered at LANNA: English Language & Literature, History, Mathematics, Further Mathematics, Biology, Chemistry, Physics, Geography, Sociology, Business, Economics, Drama & Theatre, French, German, Chinese, Art & Design, Physical Education, Computer Science, and (AS) English General Paper.

Each A level course occupies nine 40-minute teaching periods each week. A level courses at LANNA are offered from Cambridge International Examinations (CAIE) and Pearson Edexcel – both are fully accredited UK examination boards.

IGCSEs (Years 10 & 11)

Students in Years 10 and 11 follow externally set and assessed courses based around a highly regarded system known as the International General Certificate of Secondary Education (IGCSE). Students at LANNA are able to choose their IGCSE courses from a broad range of options.

Our IGCSE courses and examinations are provided by Cambridge Assessment International Education (CAIE). The two-year programme of IGCSE courses is designed to develop high academic standards

and they are academically demanding courses, leading to formally recognised IGCSE qualifications. The programme is globally recognised to be one of the best academically rigorous programmes of study for students of this age.

Lower Secondary (Years 7 to 9)

Our lower Secondary curriculum builds on the Primary curriculum and continues to develop skills and knowledge across a wide range of subjects. These three years form an important bridge from leaving the Primary school in Year 6 to beginning exam classes in Year 10.

During Years 7 to 9 all students at LANNA study: English, Mathematics, Science, STEAM, Geography, History, Global Perspectives, Computing, Art, Physical Education, Music, Drama, Personal Social & Health Education, Thai, and French or Chinese (taught by native speakers).

Students' experiences during Years 7 to 9 enable them, towards the end of Year 9, to make informed decisions about the subjects that they will study at IGCSE level in Years 10 and 11.

Examination Entry

As a school we aim for all students to achieve at the highest possible levels. For IGCSEs, A Levels, and other examination courses that are externally assessed the aim is always to enter students for the external assessment that is scheduled for the end of their courses of study. The only caveat to this is where it is clear from the evidence gathered during the course that a student has no realistic chance of gaining a pass grade for a particular subject. In those circumstances the student will not normally be entered for that particular subject, and will instead be encouraged to focus efforts on other areas where they do have a realistic chance of success.

The decision to not enter for a subject is normally made through a consultation process involving the student, parents and teacher - the key aim being to make a decision that is in the best interests of the student. Removing the pressure to prepare for an examination at which they are unlikely to be successful, and allowing them to place greater focus in other areas that are more likely to lead to a successful outcome can be a positive decision. In the case of disagreements on entry the Head of Department may join the discussion, along with the Head of High School and/or the Secondary Principal, if required. Final decisions on entry are as determined by the Secondary Principal.

Homework

At LANNA, homework:

- reinforces and extends what has been taught;
- links the school and home and provides an opportunity for parents to become involved with the school work of their children;
- is recorded by the students in their homework diary;
- is evaluated in a timely fashion, and is not used as a form of punishment.

Homework is an important aspect of the educational process. Teachers plan homework to develop successful and independent learning behaviours. We would like the support of parents in ensuring that students complete the tasks assigned to them. Students who persistently fail to complete these tasks are not meeting the school's expectations and are not abiding by its code of conduct.

Time expected for homework shall be in accordance with the age, year and developmental level of the student. Homework is set, as appropriate, fitting closely with learning carried out in school. As such there are no set days for homework and amounts set will vary from week to week. The amount set can be expected to increase through Middle school and on into High School programmes. Students are provided with planners to assist them with recording their homework and assignments, as well as helping them to develop organisational skills.

Online Learning Programme in Secondary

Whenever possible, we aim to have our regular school days on our open school campus. At times, however, events beyond our control may force a closure of the school. For situations such as these, we have put in place plans that allow students to continue their learning virtually.

LANNA Secondary aims to follow a **full synchronous learning programme** during campus closure. That is to say, the full regular schedule is followed with Homeroom and subject classes following the regular schedule, for all classes where this is reasonable to do so.

The key variations from our regular campus schedule are that:

- All timetabled classes aim to finish 5 minutes or so earlier to allow students to leave their screens/visit the bathroom/get a drink, etc. - whilst still being on time to their next class
- Wednesday P9 Activities/Leadership courses do not go ahead as scheduled

Google Classroom becomes our central hub.

All students have a school email account and access to the Google suite of programmes (Google Classroom, Google Docs, etc.). All lessons begin in Google Classroom, with an opportunity for the teacher to take a register and give directions for the day's class.

Ahead of classes beginning all students receive invites to a virtual "Google Classroom" from each of their teachers. It is important that students accept each of these, in order to become a member of each virtual class and have access to their lessons.

Teachers will do their best to provide all required resources in an online format, but book collection may be required for some. If the school facilities are open for individual access, students or parents may be able to retrieve student materials (instruments, textbooks, library books, etc.).

All students are expected to participate in Online learning. We recognise that heightened self-direction is an element of Online learning and expect that the learning activities for students in Years 7, 8 and 9 will require no, or little, more time than that designated for that subject or class during the school day. For older students, following IGCSE and AS/A Level programmes they will have additional work to complete beyond the school day.

Key Expectations of our Students during Online Learning

- Be online for each class, at the scheduled lesson start time (communicating with the teacher if they arrive late)
- Be wearing appropriate clothing for classes (uniform not required, but no pyjamas, etc. either - suitable day wear that would be appropriate in a school setting)
- Be set up appropriately at a table or desk (not lying in bed or lounging on the floor)
- Microphone and camera on when connecting to live classes, whether through Meet, Zoom, or any other platform

- Keep email (and Hangouts that's part of it) open at all times during the school day. This is an important line of school communications and whilst we are online is the only way they will receive important messages outside of their individual Google Classrooms.
- Contact their Homeroom teacher, and other teachers, if there are problems. There are many problems that students may have with working from home - family obligations, internet issues, etc. It is extremely helpful if these issues are communicated in a timely manner, rather than waiting for teachers to ask what has been happening. Be proactive!

Distance Learning

In exceptional circumstances, Distance Learning can be provided for enrolled students who are unable to attend school for face-to-face learning due to circumstances beyond their control. Distance Learning is not provided whilst the campus is closed and Online Learning is in operation; at these times all enrolled students are expected to participate in the Online Learning Programme, as described above.

Distance Learning may be provided, temporarily, to allow unavoidably absent students to keep up with key subject learning objectives through completing set tasks and assignments. These are set by the subject teachers and communicated to the student on a regular basis. It is vital that any student temporarily taking part in Distance Learning monitors their email and Google Classrooms and maintains regular contact with their teachers, submitting assignments as required, communicating any issues with their teachers in a timely way, etc. They are expected to be proactive with regular communications with their teachers.

The Distance Learning that we are able to offer to Secondary students whilst the school campus is open is not a full replacement for the face-to-face learning programme and does not involve being a part of the "live" lessons. All students involved in Distance Learning should be seeking to return to Chiang Mai and full time face-to-face learning at the first opportunity.

4. Student Support Services

There are a range of services at Lanna School, aimed to support students' classroom learning. Counselling, Learning Support and English Support all fall under the Student Support umbrella.

Student Support Services Vision:

Every student at Lanna International School Thailand will be supported in order to fulfil their own potential.

Counselling

The Counselling Support Service aims to support students who are experiencing emotional difficulties or problems that fall outside normal day to day classroom pastoral care. This support is also extended to the student's family where provision allows and where appropriate.

The school counselling service helps students achieve their full potential and overcome difficulties which may interfere with academic achievement and socialisation within the school community. Possible counselling issues include; coping with changes, transitions, self-esteem, friendship and relationship issues, study skills, stress management, fears or worries, academic pressure, conflict resolution, social skills, adjustment to school or culture, anxiety, depression and problematic and challenging behaviour. These services are available as part of the school services without extra charge. However, these services are not intended as a substitute for medication, ongoing emotional and psychological counselling/ psychotherapy or psychiatric diagnosis. These are not the responsibility of the school.

Onward referrals are made where students cannot be adequately supported within our school system. These are made to appropriate agencies including external counselling services, social services and local hospitals. All referrals are made in conjunction with the student, Head of School/ Section, Counsellor and parents/guardians.

Referrals to the school counselling service can be made by teaching staff (inc the Head of School, Section Principals, School Nurse) and parents. Secondary school students can self refer. All referrals from staff should come through the referral system within the Support Services Department.

The Lanna School Counselling Service follows the ethical framework set out by the British Association of Counsellors and Psychotherapists (BACP). Counselling Support Sessions are confidential between the counsellor and student and Head of School/ School Director/ Sections Head/ Principals. The only exception to this, as laid out by the BACP, is where there is a serious threat of danger to the student or others. This policy is in keeping with counselling good practice. A copy of the ethical framework can be found on the BACP website or from the school counsellor.

Secondary school students can self refer to the counselling service without parental permission but parental consent for counselling will be sought for students in Primary and Early Years.

Counselling sessions are offered on a four to six session basis which usually take place once per week for a duration of 30 to 40 minutes. After this time there is a review and an option to extend counselling support appropriate to the need of the student.

Learning Support

LANNA recognises that each student is unique. Students have different learning styles and abilities.

LANNA offers learning support to students who require extra help and attention to be successful in the classroom. Learning Support teachers work collaboratively with teachers and the School Counsellor to identify students with extra learning needs and to plan appropriate programmes to meet their needs.

Areas of Learning Needs:

Learning Support covers a range of needs: communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory/physical needs. The type of support a student receives depends on their specific difficulties. It can include help in the classroom, targeted intervention sessions for specific needs, small group lessons and progress monitoring. Parents are strongly encouraged to take an active role in the planning and implementation of learning support for their children.

Referrals:

Teachers act as the first line of support for students in the classroom. They achieve this by using a variety of teaching strategies – different approaches to presenting information and engaging students – and accommodations – adjustments to the learning environment or assessment methods to meet individual needs.

If these initial measures are not enough to help a student succeed, the teacher might recommend a referral to Learning Support to discuss more targeted strategies that address the student's specific challenges. Additionally, the team may suggest an in-school assessment to get a deeper understanding of the student's strengths and weaknesses.

In cases where progress continues to be elusive, an external assessment by a psychologist or educational specialist outside the school might be recommended. This more comprehensive evaluation can provide a clearer picture of any underlying learning difficulties and pave the way for a more personalised support plan.

Essentially, this process follows a levelled system of support, starting with adjustments in the classroom and potentially progressing to more specialised interventions outside the school setting.

Parents can also refer their child to Learning Support. There are signs that your child may need learning support:

1. Difficulty keeping up in reading, writing or Maths
2. Struggles with organisation, focus or following instructions
3. Frequent frustration during homework
4. Loses interest in school activities they used to enjoy.

Please speak with your child's homeroom teacher and discuss your concerns and observations about your child's progress.

English Support

Extra English and After School English Teaching (ASET)

Students entering the school with a low level of English are eligible to receive English Support.

English Support decisions are made as accurately as possible at the point of admissions. However, once a child has started at Lanna, we may feel the need to increase/decrease support as necessary in order to ensure support is correctly targeted. Support decisions therefore may be subject to change, and are under regular review.

Tests conducted at admissions, or once pupils have started at LANNA, may indicate the need for placement in one or more of the following programmes:

1. Extra English
2. After School English Teaching (ASET)

Pupils in need of some extra support in English will be offered IES classes.

Pupils with a more pronounced need of support in their English language learning will be offered both Extra English and ASET classes.

Extra English comprises 4 lessons per week. Lessons take place during the school day, during modern foreign language time. Extra English Support therefore takes the place of either Thai, Chinese or French.

After School English Teaching (ASET) comprises 2 lessons per week. Lessons take place after school.

The aim of both programmes is to provide support in English language learning to enable pupils to be able to cope with the school's curriculum independently. Class numbers are kept small to enable targeted, intensive support. Placement is reviewed on a semester basis, and parents will receive reports on progress. Students will be part of the programmes until it is determined that the child is able to cope independently with the demands of the mainstream school curriculum.

If you have concerns about your child's English level, or English language acquisition, please contact your child's homeroom teacher.

Accelerated English Programme (AEP)

This high quality Accelerated English Programme (AEP) is designed to provide a fast-track opportunity for students with a very low level of English to improve their language skills. The aim is to reach a level where they may be accepted into LANNA's mainstream classes, or another English speaking international school.

Children of Year 7 to 9 age are eligible to join the Secondary AEP. Students stay in the programme for a maximum of one year, after which it is hoped that they are ready to move into our mainstream international school classes with English Support (IES and ASET as detailed above). Students who make the required progress during their time in the AEP will be offered a place in our mainstream classes, subject to availability. However, it should be noted that the rate of language acquisition varies greatly between students and progression to mainstream classes is not guaranteed.

Students will be in an AEP homeroom class, with the AEP teacher acting as their homeroom teacher and programme teacher. English language learning will make up the majority of class time, but students will receive Maths and Specialist lessons in addition to this. Termly testing will ensure the school is able to track the progress of each child. Parents are kept informed of their child's progress throughout the year with reports and parent meetings.

Safeguarding and Child Protection

Creating The Right Atmosphere

LANNA School offers a safe and nurturing learning environment. It is now well documented beyond dispute that learning takes place best in an environment where children feel safe, supported and secure. We do not hit students or punish students with any form of physical or mental abuse and do not believe that any other adults should be doing so either and will intervene if we become aware of any cruelty or abuse of children.

All adults at LANNA School work hard to create this atmosphere by:

- Treating children with respect and dignity.
- Maintaining a stable, consistent, safe and predictable environment.
- Enforcing school rules, boundaries and regulations consistently and fairly.
- Intervening if we believe a child is being abused or in danger of abuse.

Thailand has signed an agreement with the United Nations about the rights of children, (Convention of Rights of the Child, 1989) this document makes clear a range of basic needs that every child has a right to. These include:

- A right to a family life
- A right to privacy
- A right to some form of help or support if something bad has happened to them
- A right to be involved in decisions about what happens to them
- A right to be protected from all forms of abuse.

It is a requirement for all LANNA School staff to report any child abuse concerns to the Safeguarding and Child Protection Group. All staff at LANNA School receive mandatory Child Protection and Safeguarding training on an annual basis. This is supported by an ongoing mandatory online training programme.

At LANNA School we do not:

- Hit children as a form of punishment or believe that anybody else should do so.
- Act in a way that is cruel or humiliating towards children.
- Ask children to do anything unsafe.
- Ridicule and demean children.
- Deliberately make children feel anguish or fear

Photography on the School Campus

LANNA School fully recognises the Convention of the Rights of the Child (1989) and Thailand's Child Protection Act (2003) and its responsibilities for child protection, as such photographs or video footage of children by any person not part of the school staff is not allowed other than at special school events where parents/ carers have been invited to attend, such as assemblies, fancy dress parades, theatre and music performances, sports events, Thai cultural events and PTO events.

In accordance with the good Child Protection and Safeguarding practice, parents and staff are asked not to use photos of children for distribution via the internet without the permission from parents. This includes social networks such as Facebook. This is obviously difficult for the school to manage and consequently we ask all parents and staff to adhere to and be a responsible supporter of our policies and practices. Parents have every right to publish photographs of their own children, but not to publish photographs of other children.

The school will occasionally use still photographs and video material of children in its marketing and promotional materials such as brochures, advertisements, promotional video, school website and social networks such as Facebook. However, no image of a child will be used should we not have signed consent from the parents or guardians of these children. This consent is built into our application process and is reversible at any time should parents wish their children not to be used for school marketing purposes.

5. Sports, Trips and Activities

Sports Opportunities

Sports activities for Secondary School students are scheduled during most of the school year. LANNA's extensive sports programmes support student connectedness by developing a sense of community among the players, their fans, and LANNA's parents and families. Our sports programmes also connect our students with the communities of other international schools in the Chiang Mai area.

LANNA is a member of the Chiang Mai Athletic Conference (CMAC) and as such takes part in a wide variety of sport/athletic competitions with other Chiang Mai international schools. These include football, basketball, futsal, volleyball, table tennis, badminton, cross-country running and swimming. Many of these sports also feature in our very well supported in-school programme of lunchtime inter-house competitions. Training, on pre-arranged days (usually Tuesdays and/or Thursdays), normally begins at 2:50pm and ends at 3:40 to 4.20pm, matches often finish at 5pm, or much later in some cases.

Non-Sport Opportunities

In addition to the many sporting activities offered at LANNA we also offer a rich variety of non-sporting activities for students in all Years. These activities provide students the opportunity to interact with teachers and students from other Years in the school, and contribute to building a strong LANNA community.

Students have the opportunity to get involved with activities that include: dramatic productions (on stage or back stage/production), Student Council (as a class representative or taking on a major position), the LANNA Quarterly student magazine (many roles available), Model United Nations delegate, army cadets, chess club, musical groups/choirs, and the Duke of Edinburgh's International Award. All of these in addition to the regular scheduled Wednesday afternoon "activities" time, and supplemented by a great many additional activities that are announced from time to time.

Additional After School Activities (ASAs)

As the school grows we aim to make better use of the school facilities after school and at weekends, for those interested to get involved. At the moment we offer a wide range of activities, as detailed above, at no (or minimal) cost to our students and that will continue to be the case. We are building on these strong foundations, offering an increasingly wide range of specialised paid options (ASAs) as well. Expect to receive regular updates on our offerings during the school year.

Field Trips

Each year a considerable number of field trips are organised for LANNA students. These trips are planned to support curricular learning and LANNA's Schoolwide Learning Outcomes. In the past these trips have included trips within Thailand and also to neighbouring countries. Parent volunteers sometimes assist with these field trips, as well as with other special events.

Parents/Guardians must sign a permission slip for all of these activities in order for students to be able to take part - failure to provide the permission slip by the set deadline will mean the student will not be allowed to go on the trip.

Costs of Planned Secondary School Trips and Courses:

This is an overview of scheduled trips and courses for which there are significant costs involved. It is intended to provide parents with advance information of likely costs - to help you better plan, and avoid surprise bills. Note, however, that from time to time other opportunities with significant costs, that are not included here, may be made available to students.

It is expected that all LANNA students will take part in the relevant events listed below, except where they are listed as optional. When trips involving whole year groups are out of school there will be no alternative classes available within school.

- Y7 (all students; November/December each year): Science 2 night trip to Thaton field study centre – around B6,000
- Y9 (all students; November/December each year): Science overnight trip to Doi Inthanon observatory and forest – around B1,250
- Y9 (an optional trip; March/April each year): Geography 3 night trip to Hua Hin to study coastal processes - around B13,000
- Y10 (all students; February/March each year): Science + Humanities 3 night trip to Thaton field study centre - around B7,500
- Y12 (for students who have opted to join the DoE's International Award course): individual registration fee plus costs associated with 2 x one-day hikes & 2 x two-day overnight hikes - around B3,000
- Y12/13 (an option for those that need an SAT qualification; various dates available): SAT Examination - around B6,000 paid to CollegeBoard (www.collegeboard.org)
- Y13 (all non-native English students seeking university places; various dates available): IELTS Test (fee of B6,300 payable directly to British Council or IDP)

Notes:

Payment for trips/courses is normally required 2 to 3 months in advance of the scheduled date.

Deposits and payments for trips are non-refundable. Partial refunds are always given where the actual cost of a trip is less than the fee initially charged to students.

The above costs are indicative only for parents' awareness. The actual cost of the activities may be different from that published above and not all trips may go ahead as scheduled.

6. School Organisation

The School Year

The school year is divided into two semesters (August - January and January - June). All Secondary students receive three reports per year: A mid-semester report, during the first semester, focusing on learning behaviours displayed, and two summative end of semester reports (January and June).

School Management

LANNA is a proprietary school owned by Canadian International Education Organisation (CIEO) along with the original owner, Khun Surin.

The Head of School has been delegated the responsibility for day-to-day operation of the school. The Head of School consults with the School Director and other members of the leadership team on educational matters. The leadership team is made up of the Head of School, the Business Manager/Chief Operating Officer (COO), the School Director, the Licensee, the Primary and Secondary School Principals.

On management issues, the Head of School consults with the School Business Manager/COO, Finance Manager, School Director, Licensee, and the Chairman of the Executive Board. The Executive Board consists of representatives of the school administration, the Parent Teacher Organisation, the teaching faculty, the Owners (CIEO), and the community.

House System

At LANNA, each student and faculty member is placed into one of four groups (or Houses). Each House includes students from all year groups. Students elect House Captains towards the beginning of each academic year.

LANNA's House system promotes a sense of identity and positive school spirit, provides a structure for cooperation across the years, and facilitates internal competition of all kinds. The four Houses are Red, Blue, Green and Yellow. House meetings and House activities are scheduled throughout the year and the House trophy is awarded to the winning House at the awards assembly held in June.

Students are required to buy at least two House T-shirts, from the school, in their House colour. The shirts are to be worn during physical education lessons and House events.

Student Council

LANNA's Secondary Student Council provides leadership opportunities and fosters student responsibility. Participation in the Student Council is open to students from Year 7 to Year 13. The Council is made up of a representative from each year, elected by his/her peers, and a president elected by all students in Years 7 to 13. For some of their meetings the Secondary student council meets in two parts – a middle school council and a senior council.

The Student Council has the responsibility of improving the quality of student interaction, morale and social life. It also communicates the needs of the student body to the faculty and administration. The Student Council, in conjunction with the faculty advisor, plans events and programmes that would be of

interest to the students and the school community. Student Council activities have included community service projects as well as social events. There is also a Primary Student Council represented by students from each of Years 4 to 6.

7. Admission and Placement

Admission of Students

All admissions to Lanna International School are provisional. After a 90-day probationary period, the admission becomes final. Factors considered in making admissions to Lanna International School include age, previous schooling, English language proficiency, educational achievement, ability of the school to offer an appropriate educational programme and provide any additional support required.

Parents are required, as part of the admissions process, to provide official documentation including transcripts, report cards and test scores from their child's previous school(s). If previous school records are submitted in a language other than English, they must be accompanied by an official English translation. The Head of School may delay or deny admission if such documentation is not provided.

Entrance testing and interviews are by arrangement with our admissions team (admissions@lannaist.ac.th). Tests vary in length according to the Year level a student is applying for, but testing and an interview with the assessor will normally take from 2 to 3 hours.

All applicants are required to undertake an English language assessment as part of the admissions process. Where appropriate, students may also be required to undertake mathematics testing, non-verbal reasoning testing, and/or other assessments designed to determine any special needs/support the student may require.

Parents are encouraged to inform the school of any academic problem a child might be experiencing. The school will accept students with learning difficulties if it is felt that we can provide an appropriate programme for that student. In some cases this may mean additional help through our Student Support Service. Where this applies parents are required to agree to meet the costs of this additional support as a condition of acceptance.

Normal ages for admittance to LANNA Secondary Year Groups are:

UK "Year Group" (as used at LANNA)	Age range at time of entry (at September 1st)	USA "Grade" equivalent
7	11 to 12	6
8	12 to 13	7
9	13 to 14	8
10	14 to 15	9
11	15 to 16	10
12	16 to 17	11
13	17 to 18	12

Lanna International School reserves the right to refuse admission to any student if space is not available, or for educational reasons. Admission and placement of students is the responsibility of the Head of School.

Placement of Students

Placement of students is decided by the Secondary Principal based on a number of factors. These factors include age, previous school records, test results and the students' abilities and needs, including English language proficiency. Special cases regarding placement will be considered on an individual basis, but please note that students will only be admitted to a Year Group where they are the normal age for that Year Group, or a maximum of one year older. This also applies to students who are attending LANNA, but do not meet the criteria for promotion along with their classmates, perhaps due to significant absences from school, or other reasons that have hampered their progress. If being "held back" would result in that child being in a Year Group where they would be two years older than the normal age for the group, we would be unable to offer them a place.

Students requiring Learning Support services will be main-streamed in regular classes with learning support to meet the student's individual educational needs. LANNA reserves the right to reassign a student at any time if it is felt that the initial placement was inappropriate.

English Proficiency

English is the main language of instruction at Lanna International School. Although admission is open to students of any nationality, full participation in the school's instructional programmes requires proficiency in the English language. Students without appropriate English language skills will not be admitted to the mainstream school.

Minimum standards of English:

- ❑ for Years 6 and 9 to be promoted to Years 7 and 10 respectively: assessed to have age appropriate (or very close to) English reading, and writing skills (assessed by the NGRT assessment and/or other assessments).
- ❑ for Year 11 to be promoted into Year 12: a pass grade on the IGCSE English Second language mock exam.
- ❑ Students with limited English proficiency may be required:
 - ❑ to participate in the English Support programme. The English Support programme offers additional English development classes in place of French or Chinese classes..
 - ❑ to participate in additional support classes (Years 7 to 9). The student is taken out of a certain subject to receive extra help that they need.
 - ❑ to participate in additional English tutoring (ASET) outside of regular school time

8. Communication

Every attempt is made to keep parents informed about all important school related issues. This is almost exclusively via email, so it is vital that all parents provide the school with a valid email address and monitor that address for the many school emails that will be received.

Student Planner

Students are provided with a student planner for recording assignments and making notes on things that they need to plan for. Maintaining an accurate record of all homework and meeting all homework deadlines is an important responsibility of LANNA students.

Daily Morning Announcements

Students get daily updates on upcoming school events and activities through the Secondary school's [morning announcements](#), that are shared with students during the Homeroom registration each morning. Parents are also very welcome to bookmark these announcements and use them to keep themselves up to date with what is going on at school on a daily basis - and so encourage their child to participate in some of the many opportunities that are presented to them.

Reporting to Parents

All students at LANNA receive three report cards a year. In the Secondary School, students receive a progress report midway through the first semester (learning behaviours focused) and a final summative report at the end of each semester.

Parent-Teacher-Student interviews are held following the issuing of end of first semester reports. Parents are encouraged to come to those meetings, along with their child, especially when it is indicated on the report card that one or more teachers would like to see the parents to talk about the student's progress. If the date is inconvenient, parents can contact teachers via email to reschedule the meetings. Note that students whose parents are in arrears in respect to school fees will not receive reports or any official documentation until the fees have been paid.

Reports are provided to parents and students in digital form via the digital Parent Portal. All Secondary school parents receive login information from the school. Should you have any problem accessing the Portal for your child please email our tech support: technology@lannaist.ac.th

Communication/Complaints Policy for Parents

Lanna International School takes any complaints or concerns that parents may have very seriously. Parents are encouraged to mention these to the teachers at school as early as possible to enable the school to address an issue before it may become more serious.

Lanna International School will ensure:

- That parents wishing to raise a concern know how to do so,
- Respond to concerns within a reasonable time and in a courteous manner,
- Take action where appropriate.

How should a parent raise a concern and what happens next?

If a parent has a concern or complaint, it should be raised in the first instance with the child's homeroom teacher. This can be in the form of a letter, an e-mail or by requesting a meeting. We would ask that all communications are conducted in a non-aggressive and courteous manner. This pertains to teaching and non-teaching staff in equal measure.

If a parent is not satisfied with the response of the homeroom teacher, or feels the matter is sufficiently sensitive or serious, they should contact the Head of Middle School or Head of High School. A homeroom teacher may also immediately refer the issue to the section Head, should they feel the issue raised with them is outside of their scope to resolve.

Should a parent feel that their concern has not been satisfactorily dealt with by the Head of Middle School/ High School, the matter may then be referred to the Secondary Principal, and then the Head of School and/or the School Director. Should the matter remain unresolved it may, as a final stage, be referred to the school's Executive Board.

In many circumstances, the person contacted will need to discuss the issue with one or more colleagues and consider further information. Every effort will be made to resolve the issue in a timely manner.

Confidentiality

Parental concerns or complaints will be treated with respect and in a confidential manner. It is the school's policy that parent complaints will not adversely reflect on their children in any way. Anonymous complaints will not be pursued.

Student Complaints, Concerns and Counselling Procedures

The principles which apply to parental complaints also apply to the concerns from students. Teachers at LANNA International School believe that pupils should be able to raise concerns with any member of staff with whom they feel comfortable. The teachers and staff at Lanna International School are determined to ensure that all students can turn to them with any problem.

Parent Teacher Organisation (PTO)

There is a very active Parent Teacher Organisation at Lanna International School. The PTO seeks to build a strong LANNA community, to foster goodwill among its members, to sponsor social events, and to organise special events to raise funds for the school. The PTO wishes to support the school in any way possible. There are three general meetings each year. PTO meetings are announced in advance and parents and teachers are encouraged to attend.

Should you wish to contact the PTO you may in the first instance email the president (ptopresident@lannaist.ac.th) or come along to one of the PTO events and talk to other members.

9. Grading and Awards

Semester Grading

Reports with summative semester letter grades are issued to Secondary School students at the end of each semester (mid-semester reports focus on describing learning behaviours displayed so-far; no summative grading at this stage).

The overall semester (letter) grade awarded for each curricular area is an amalgamation of the semester grades awarded for: Learning behaviours displayed (20% of final grade); the teacher's assessment of classwork/homework (normally 40% of final grade; 80% in classes with no end of semester examination); end of semester examination (normally 40% of final grade).

Learning Behaviours Displayed

The learning behaviours grade reflects the student's approach to their studies. Criteria assessed are: concentration/focus; working with others; effort applied to work; class participation.

Students are assessed according to how frequently they display these learning behaviours in positive ways: Always, Mostly, Sometimes, Rarely, Never.

The letter grade reported for learning behaviours is calculated where "Always" equates to an A grade (GPA value 4), "Mostly" equates to a B grade (GPA value 3), "Sometimes" equates to a C grade (GPA value 2), "Rarely" equates to a D grade (GPA value 1), "Never" equates to an F grade (GPA value 0).

Assessment of Classwork/Homework Grade

The classwork/homework grade reflects the student's understanding and mastery of the main course objectives. It is based on classwork and homework produced during the semester. The letter grade awarded is directly linked to the Secondary School's Common Grade Scale (see below). Grades are awarded from A through to F.

End of semester Examination Grade

The end of semester examination grade reflects the student's performance on the final examination only. Grades are awarded from A through to F in-line with the Secondary School's Common Grade Scale (see below).

Failing Grades: Where Secondary School students fail classes they may be required to complete make-up work (where they have failed the coursework element of a class) or make-up exams (where they have failed the examination element of a class). This may mean that students are required to come into school at times when other students are not in school (e.g. during term breaks). Where it is deemed necessary by The Administration students may also be asked to attend personal counselling sessions.

Common Grade Scale

LANNA Secondary School's Common Grade Scale:

Grade	In assessment...
A	...has been able to demonstrate the acquisition of almost all of the relevant knowledge and has been able to show a very high level of understanding of that knowledge. <i>and/or</i> ...has been able to show a very high level of competence when demonstrating the skills and processes covered.
B	...has been able to demonstrate the acquisition of most of the relevant knowledge and has been able to show a high level understanding of that knowledge. <i>and/or</i> ...has been able to show a high level of competence when demonstrating the skills and processes covered.
C	...has been able to demonstrate the acquisition of some of the relevant knowledge and has been able to show a good level of understanding of that knowledge. <i>and/or</i> ...has been able to show a good level of competence when demonstrating the skills and processes covered.
D	...has been able to demonstrate the acquisition of a little of the relevant knowledge and has been able to show a limited level of understanding of that knowledge. <i>and/or</i> ...has been able to show a limited level of competence when demonstrating the skills and processes covered.
F	...has not been able to demonstrate significant acquisition of the relevant knowledge or any real understanding of that knowledge. <i>and/or</i> ...has not been able to show significant development of the skills or processes covered.

Grade Point Average (GPA)

Grade Point Averages are computed according to the following:

A	= 4.0	B	= 3.0	C	= 2.0	D	= 1.0
A-	= 3.7	B-	= 2.7	C-	= 1.7	D-	= 0.7
B+	= 3.4	C+	= 2.4	D+	= 1.4	F	= 0

Courses offered on a pass/fail basis are not included in the GPA calculation. A GPA of at least 2.0 over the course of a year is normally required for promotion to the next year.

GPA Calculations

The LANNA timetable consists of a 43 period week, but not all of these periods are used for the study of subjects that are awarded credit towards the final GPA (no GPA credit is awarded for PSHE, Activities, and Study Periods). The credit for any particular subject is therefore based on the following formula:

Number of periods per week that the subject is studied / Number of periods utilised for the study of subjects that are awarded credit

An example: If Mathematics is studied for 7 periods per week, and each week 39 periods are awarded credit towards the final GPA (after allowing for PSHE, and Activities) the Credit Value for Mathematics would be $7/39 = 0.179$. If the student gained a "B" in Mathematics, worth 3.0 points (see table above) then the contribution of Mathematics towards the GPA for that semester would be 0.537 (0.179×3.0). By adding together the contribution of all subjects for which credit is awarded a final semester GPA score is obtained.

Graduation Requirements

The decision on the granting or withholding of a LANNA Diploma rests with the LANNA Administration. The granting of a LANNA Diploma at the end of Year 13 will be in accordance with the following:

- ❑ LANNA is an IGCSE and AS/A level school. Therefore all LANNA students are required to follow the full IGCSE and AS/A level programmes during their time with us, at the highest level possible, and sit examinations as appropriate to their level.
- ❑ Students must have completed all of the courses that they have followed to an acceptable standard (normally, having obtained a GPA of 2.0 or above and passed all classes); as determined by The Administration in consultation with classroom teachers.
- ❑ Students must have met the behavioural standards of the school while a student here and as determined by The Administration.
- ❑ Attendance of less than 80% over a school year may result in a student not being given the opportunity to graduate.
- ❑ Unauthorised absences may not exceed more than 10 days each school year. For significant levels of sickness a written report from a doctor will be required.

Awards

Each year, Secondary teachers select a student to receive the *Deelman Citizenship Award*. This is awarded to a student who has demonstrated leadership within the school community, shown initiative, been actively involved in school, encouraged school spirit, had a positive attitude to academic work, and shown awareness and sensitivity with respect to their own and other's cultures and abilities. This award is announced at the Awards Assembly in June.

The EARCOS Global Citizenship Award is presented annually to the student who embraces the qualities of a global citizen, exhibiting among many qualities an open mind, awareness and empathy, a concern and care for others, a strong commitment to engagement and action to making the world a better place and the ability to communicate effectively with people from all walks of life. EARCOS recommends strongly that the student be from Year 12. EARCOS provides the student with a commemorative plaque and certificate.

The *Pornpim Award for Drama* is presented to the student who has made the greatest progress in drama during the year.

Athlete of the Year awards are presented to one boy and one girl each year. The PE department also present a *Commitment to Sport* award to one boy and one girl each year.

Most Improved Student awards are presented to one student from each year group (Y7-13) as voted for by their teachers.

Caring Community awards are presented to one student in KS3 and one student in KS4 that foster a supportive and inclusive community through regular acts of kindness, positive influence, and efforts to ensure everyone feels valued and respected. Students are nominated and voted for by their teachers.

The House Cup is presented to the House Captains of the winning house over the entire year, and the captain's names are engraved onto the cup.

Each year a *Valedictorian* is selected by the administration (normally the student with the highest GPA). This person receives a plaque and has their name engraved on the school record of graduates.

Many other awards are also presented for significant contributions to groups and activities, such as taking a role within the Student Council, working on the LANNA Quarterly (our school magazine), and myriad other reasons for which teachers choose to show appreciation for what students have done during the year.

10. Attendance and Absences

Attendance

Good attendance is of prime importance for the educational development of the student. A student should never be absent unless absolutely necessary. Missed instruction, discussion and group interaction can never be totally made up.

The school's instructional programme is based on the assumption that students will attend school on a regular basis. Since irregular or insufficient attendance seriously disrupts a student's studies and the instructional programme, the the following actions may result from poor attendance:

- ❑ Years 7 to 12: Students whose cumulative unauthorised absence amounts to more than 10 days over a school year may be denied promotion to the next year.
- ❑ Year 13: Students whose cumulative unauthorised absence amounts to more than 10 days over the school year may not be given the opportunity to graduate.
- ❑ Years 7 to 12: Attendance of less than 80% in any one semester may result in the denial of promotion to the next year, or a parent being asked to remove the student from the school.
- ❑ Years 13: Attendance of less than 80% over a school year may result in a student not being given the opportunity to graduate.

Absence and Sickness Notification

There is a difference between authorised and unauthorised absences. Absences from school or class for the following reasons will be considered authorised, allowing the student to make-up missed work and assignments for credit:

- ❑ Genuine Illness or family emergencies: with the school notified by the parent (see below)
- ❑ Other acceptable reasons, with school permission obtained in advance from the Head of Middle School or Head of High School e.g. family holiday, medical/dental visit, visa /passport renewal, religious observances, etc.

Students attending other school related activities or programmes must have prior approval from their teachers to miss class. In some cases students attending authorised activities will be recorded as having been present in school, even though they were not actually at school. This includes:

- ❑ Study Leave: planned time off school to study for examinations
- ❑ Visits/Trips/Sporting Events (with educational value; normally trips/visits organised by the school)

When a student is absent from school it is the responsibility of a parent/guardian to inform the school by email. Please email the registrar (registration@lannaist.ac.th), **and** the child's Homeroom teacher **and** the Head of Middle School or Head of High School (all teacher's email addresses are available to you within this handbook - see pages 8 and 9), **or by telephone - before 8:15am.** Please use (052) 000838 to report the absence by phone.

Students absent on the day of an examination without informing the school will receive an 'F' for that examination. If a student is absent because of sickness, he/she can not take part in any after school activity that day.

Should a child be absent from school for a sickness that is transferable to others, it is important that the secondary school nurse is notified - Ms Mong (mongkokanot@lannaist.ac.th). This is to ensure the health and safety of other children that may have come in contact with this child. Appropriate communication of any health risk will be provided to parents by the school.

If there is no telephone communication and an email or letter is not provided, absences will be considered unauthorised. A pattern of unauthorised absences will lead to disciplinary actions such as detention, conference with parents, and removal from the school. Examples of when an absence becomes unauthorised include:

- absence with no contact from home to explain it;
- holiday with no arrangements made with the school in advance;
- absence for what the school considers an unacceptable reason.

Absences are recorded on a daily basis, and is based on attendance at homeroom (**thus a student who does not attend homeroom will be recorded as absent, even if they arrive for period 1**).

Absence from Physical Education

If a student is unable to participate in physical education (PE) for a medical reason, a note from a parent is required. Without a note the class grade will be lowered. Long-term absence from PE requires a medical certificate.

Lateness/Tardiness to Class or School

Students are expected to be at school and in class on time. Lateness is extremely disruptive to class lessons. It is a discourtesy to both the teacher and fellow students. Homeroom attendance is mandatory and forms the basis of our record of attendance at/absence from school. Secondary students are expected to be in their homeroom at 8:15am. **Any student arriving late to school must present themselves at the main office, before going to class, so that their presence on-site can be noted.**

Students arriving at school late should also endeavour to contact those teachers whom they did not meet that morning to apologise for/explain their tardiness, and to collect assignments and arrange to make up work missed.

A pattern of excessive tardiness will be viewed as a serious discipline problem and disciplinary action will be taken (monitoring, detention, conference). Parents will be informed by the Heads of Middle/High School, or Secondary Principal should this occur.

Leaving Campus

Permission to leave campus during the school day may be granted by the Heads of Middle/High School or the Secondary Principal. Parents wishing to have their children leave school early must contact their child's homeroom teacher **and** section Head, stating the time of the student's departure or the arrival time of the parents. Students are not permitted to leave the school without parental permission.

Students who become ill during the school day should get a note from the teacher and report to the nurse, who will then contact relevant teachers and the parents, should the student need to return home. This must always be via the nurse; there is no option for a student to determine that they are sick and

call a parent to collect them. They must present themselves to the nurse and follow the advice of the nurse first.

Students **must not leave the campus** during the school day without first having parental/guardian consent **and** having obtained permission from the Heads of Middle/High School or the Secondary Principal and signed out at the main office. Students will therefore need to eat school lunch or bring a packed lunch. Sixth Form students (Y12 and Y13) are permitted to order food. This must be delivered at lunchtime to the main school reception.

At the end of the school day supervision of secondary students is provided only for school related activities. Punctual collection of students at the end of the school day and after school activities is greatly appreciated.

11. Code of Conduct

Behaviour for Learning

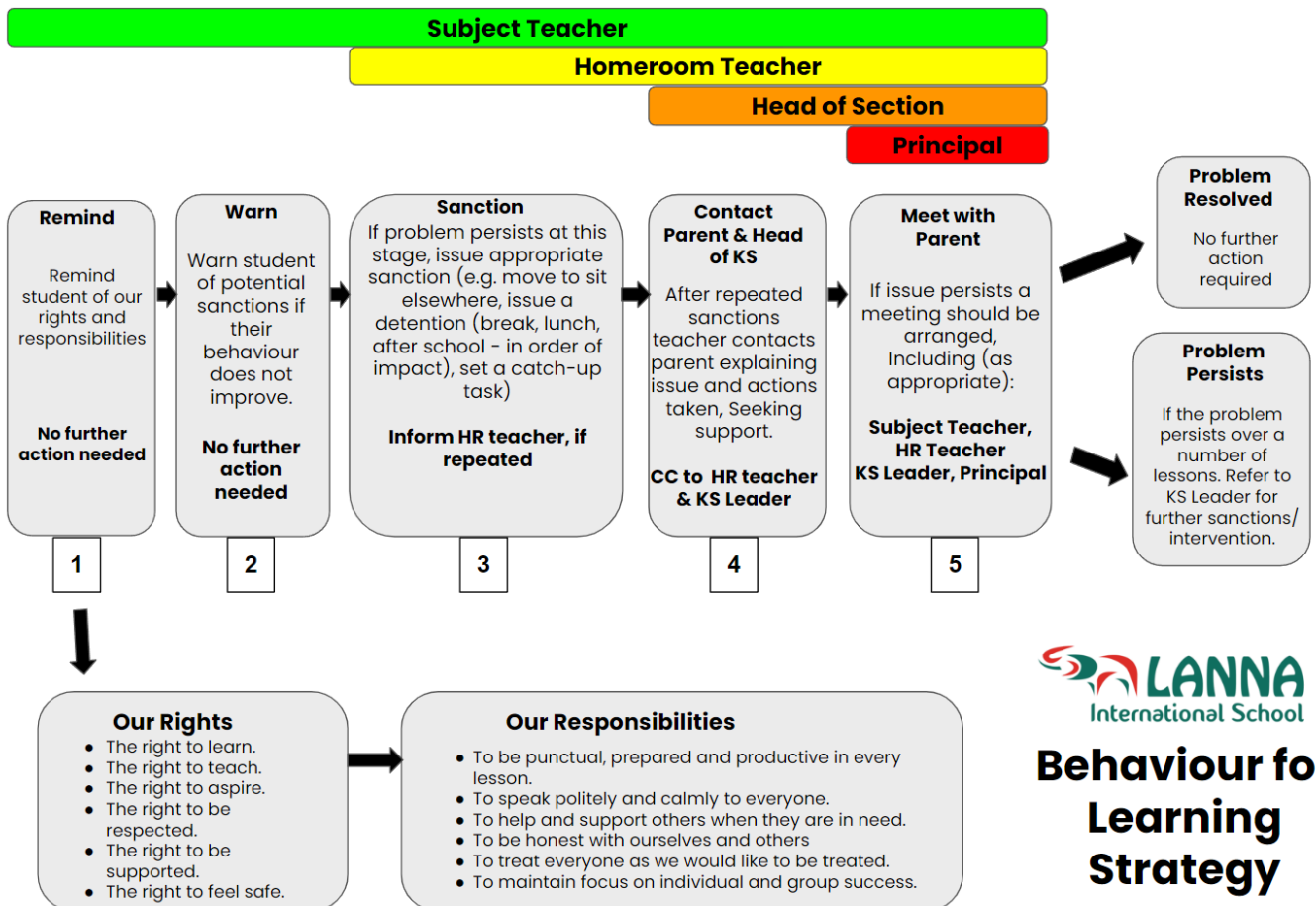
It is the aim of Lanna International School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. We treat everyone fairly and apply this behaviour policy in a consistent way. This policy is designed to encourage good behaviours that support learning, rather than merely deter anti-social behaviour.

Students are expected to treat each other with respect. LANNA has a zero tolerance approach to bullying. Teachers will remind students of the 'rights and responsibilities' portion of the Behaviour for Learning Strategy and refer individual cases directly to the Head Middle/High School, and/or the Secondary Principal.

'Rights & Responsibilities', as detailed below, are utilised as a positive framework for all students and staff to promote consistency and fairness in our approaches to Behaviour for Learning.

Our Framework:



Academic Honesty

While the school encourages cooperation among students, cheating or copying from the work of another student or from another source, including artificial intelligence (AI), is unacceptable. Academic dishonesty normally falls into one of these two categories:

1. **Cheating is the act of dishonestly giving or receiving unauthorised assistance** in any form on any test, exam, or assignment, or using any unauthorised resources, including AI, to **dishonestly assist**.
2. **Plagiarism is presenting the work, words, or ideas of another** (including an AI source) **as one's own**, without specific acknowledgment of the source.

At KS3, students submitting academically dishonest work are warned about their conduct in the first instance and, in order to achieve a grade, are required to redo the work under supervised conditions, as directed by their class teacher. This is likely to involve monitored "detention" time to complete the work.

At KS4 and KS5, we enforce a zero-tolerance policy towards academic dishonesty, which will result in a zero score for that piece of work or examination and possibly further disciplinary actions, depending on the severity of the dishonesty. Parents will normally be notified.

AI Specifics:

When using AI as a resource for academic work, it is important to maintain honesty and integrity. AI tools can be used for initial research, assisting with data analysis (with care!), and, to a lesser extent, assisting with developing content. **Note that directly including ANY AI generated content must be avoided completely**, unless directly quoted and referenced as such.

Where AI has been used to assist in any way it is always important to explicitly acknowledge the extent of the content that has been developed with AI assistance. Failure to acknowledge AI assistance will be treated as dishonesty, whilst the direct inclusion of any AI generated content will be considered plagiarism.

AI can certainly be utilised in assisting with research, can be a wonderful tool for assisting with spelling and grammar correction, and also for generating prompts and ideas. All of this falls under making use of a great tool to assist your thinking and development of ideas and quality writing - so long as plagiarism and dishonesty, as defined above, are carefully avoided.

The school is committed to educating students about responsible and ethical use of AI in academic settings. Students are encouraged to ask questions and seek clarification on how to appropriately incorporate AI-generated content into their work while upholding the principles of academic honesty. Note that teachers are employing software, and knowledge of students' language and prior work, for detecting AI. **If in doubt about using AI honestly, ask your teachers!**

Assessed Coursework Creation Process:

Students will at times work on documents that are part of the course assessment, either for internal (in school) assessment by the class teacher or for submission to examination boards as part of their work for IGCSE, A Level, or IPQ courses (amongst others). To ensure academic honesty it is important that these are created within the students' school Google account and are created with Google Docs, such that their creation process can be reviewed by the class teacher through the document history. This is vital in helping us to ensure that the work is entirely that of the student, and is therefore eligible to be put forward for assessment. Note that coursework created in other ways, with no accurate means of tracking, such as in a Microsoft Word document, will not be accepted for submission.

Student Code of Conduct

Students are expected to show respect for their own and others' right to learn at all times. If a student is unable or unwilling to abide by the behaviour code established by Lanna International School, his/her place in the school becomes questionable and suspension or a recommendation to parents to withdraw the student may occur.

Students will be held accountable for any behaviour which is destructive to buildings or equipment, impedes the right of other students to pursue their education, has a negative impact on the moral and social climate of the school, or causes physical harm to other students. Behaviour which violates any of these principles will be dealt with clearly, justly and without exception.

Violent behaviour, which compromises the safety of another student will not be tolerated, and will always result in a period of suspension from school and a meeting with parents to discuss the child's future at LANNA.

All students are expected to:

- respect others and the property of others;
- be prepared with appropriate books and materials;
- complete assignments as assigned by teachers;
- behave in a quiet and orderly manner when moving around the school buildings;
- respect community standards regarding displays of affection;
- respond courteously when talking with fellow students, faculty, staff members and visitors;
- follow the established rules of the school;
- respect the laws and customs of the Kingdom of Thailand, and
- be a positive representative of Lanna International School in the community.

Mobile phones and other similar electronic devices should be turned off or silenced during classes and at all other times when they might be disruptive. **Earphones/buds are not permitted to be used on campus during the school day**, without explicit permission from a teacher to do so (one exception - Y12/13 may use these in the library to assist them with focus when studying in what can be quite a distracting environment). These items will be confiscated for 1 day on the first occasion, and for extended periods on subsequent occasions. Note that ideally expensive electronic devices should not be brought into school. The school administration will not expend large amounts of time dealing with situations where these devices have been damaged, lost or stolen.

Playing cards, skates, roller blades, scooters and skateboards are not permitted at LANNA. Students should not eat in the classroom, or chew gum. Smoking, vaping, and the consumption of alcohol by students is not permitted at Lanna International School or any school related event, regardless of a student's age; this includes all events organised by the PTO.

No guns, replica guns, or other weapons (either real, replicas, or toys) should be brought to school at any time. Such items, if found, will be confiscated and parents will be notified to pick them up. Items that could cause significant harm to other students will be confiscated and may also result in suspension from school.

Bringing the school into disrepute through untoward behaviour outside the school (consumption of alcohol, substance abuse or rowdy behaviour) will be construed as grounds for disciplinary action.

The school should like to remind parents and students that motorcycle helmets should be worn at all times by students (and parents) travelling to and from school and any school function.

Safeguarding Children - Code of Conduct for Parents

LANNA's philosophy is based upon valuing each individual member of the school community. We believe that considerate behaviour and courtesy to others are essential for the success of a child and with the help of this they form relationships in and out of school, to later succeed in life. It is the purpose of this policy to provide guidelines to all parents and guardians about expected conduct, so that we can work together to ensure a positive and safe environment for all. We will continue to welcome and encourage parents and guardians to participate fully in the life of our school.

Policy Guidelines:

As a school, we place great emphasis on respect for students, parents and the school staff and also expect the same from parents. The school expects high standards of behaviour from parents and guardians within and in the immediate proximity of the school's premises as they are the role models for their children. It is important for parents and guardians to make sure any persons collecting their children are aware of this policy.

Parent/Guardian behaviour that cannot be tolerated:

- Disruptive or inappropriate behaviour which interferes or impacts negatively upon the school's normal operation or activities anywhere on the school premises.
- Using loud or offensive language or displaying temper.
- Threatening, in any way, a member of staff, visitor, fellow parent/guardian or child.
- Damaging or destroying school property.
- Sending inappropriate, abusive or threatening emails or messages or other written communications (including social media) to anyone within the school community.
- Defamatory, offensive or derogatory comments regarding the school or any of the students/parents/staff/governors at the school on Facebook or other sites.
- The use of physical, verbal or written aggression towards another adult or child. This includes physical punishment of your own child on school premises.
- Approaching someone else's child in order to discuss or chastise him/her because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences)
- Smoking, vaping, taking illegal drugs, or the consumption of alcohol on school premises. (alcohol may only be consumed during authorised events).
- Pets, other than guide dogs, being brought on to the school premises unless permission has been granted.
- Taking photographs of children other than at school events to which parents/guardians have been invited
- Displaying and distributing online photographs of other LANNA children without parental permission.

Should **any** of the above occur on LANNA premises or in connection with the school, it may be necessary to take action by considering banning the offending adult from the premises, and from attending school-related events. We are committed to resolving difficulties in a constructive manner, through open and positive dialogue. However, we understand that everyday misunderstandings can cause frustrations and have a negative impact on our relationships. Please always take the opportunity to come in and talk to us if you are finding a situation frustrating. Email communications can be useful, but too often intent is misconstrued, and a simple opportunity to talk and listen to each other can be incredibly beneficial for all concerned. **Thank you for abiding by these guidelines and working with us. Together we can create a positive and uplifting environment not only for students, but also for all who work and visit our school.**

Smoking or Vaping on or Around the School Premises

Smoking and vaping pose a serious threat to health and we will not condone smoking or vaping on or around school premises by LANNA students (or anywhere else whilst wearing school uniform and thus representing the school); it poses very serious risks to individual students' health and also sets a very poor example to other students. If a student is found to be smoking or vaping the following procedure will be followed:

- ❑ On the first occasion the student will be strongly counselled by the Secondary Principal and/or the Head of Middle or High School regarding both school expectations and health concerns. Parents will normally be contacted to make them aware of the situation. Detentions may be given and/or internal or external suspension from classes for a fixed period.
- ❑ On the second occasion the student will be suspended from attending school for two days (work will not be set for classes missed due to the student's own actions), and parents will be asked to attend a meeting with the Secondary Principal and/or the Heads of Middle/High School to discuss a course of action.
- ❑ If the student persists further in smoking or vaping on or around school premises (or anywhere else whilst wearing school uniform and thus representing the school) they will be suspended from school and only be admitted to return to school on the condition that they attend a cessation of smoking course (or appropriate focused counselling), at their own expense.

Interrogations and Searches

- ❑ **Interrogations by a person from outside the school:** The school administration will make every reasonable attempt to notify parents prior to permitting any person from outside the school – including law enforcement officials – to question or detain a student. Two witnesses – parent(s) and school official(s) - should be present during such interrogations.
- ❑ **Interrogations by school personnel:** Teachers may interrogate a group of students after an event, such as something going missing. Administration will normally be called in prior to individual questioning. In this event no one will be allowed to enter or leave the room where the event occurred until after administration has arrived and questioning is complete.
- ❑ **Searches of school property:** A search of school property, that is things owned by the school and thus includes lockers, desks drawers, baskets, classrooms, locker rooms and playgrounds, may be made at the discretion of the Secondary Principal if a suspicion arises that stolen items or items considered illegal, disruptive, or a general nuisance to the educational process are being kept at school. Lockers, desk drawers and other storage areas used by students will be emptied at the end of a school year as a matter of routine.
- ❑ **Searches of a student's person:** A student's person, including a student's bag, will only be searched if there are indications that the student has stolen property, drugs, narcotics, weapons, explosives or other dangerous contraband in his/her possession. Such searches will be made in the presence of two adults. A report will be made to the parents.

Basic Student Equipment

The following lists are for equipment that should be taken to EVERY LESSON, although, of course, it won't always be needed.

For “normal” classroom based lessons: pen, pencil, sharpener, ruler (30cm clear plastic is best), eraser, compass, protractor, set square, calculator, homework diary, appropriate textbook and notebook for the subject (provided by class teachers).

Calculator: Our recommended calculator for use during Years 7 to 11 is the Casio FX-991ES. It is available locally and also for purchase from the school office. These are the calculators that our maths teachers and most students use. If your child uses a different model of scientific calculator they will need to take some personal responsibility for learning how to use it properly. It is much easier for the students if they have the same calculator as others.

For Art classes: personal sketchbook (optional)

Computer/Electronic Device Use Policy and Standards

Access to the Internet and the local area network within school is provided to students for research needs and communication. Access is a privilege, not a right. We all have to share the available bandwidth; please be considerate of others, and use the shared bandwidth responsibly.

Network administrators and other staff may monitor and review files and communications at any time. Users should understand that files stored on individual computers and the network are not private, nor is your internet browsing history.

Access to the network and the Internet is given to students who agree to act in a considerate and responsible manner. These standards were developed in order to ensure appropriate use of the Internet and fair access for all.

The following are not permitted:

- Harassing or insulting others, or using obscene language;
- Sending or displaying offensive messages or pictures, or sharing pictures of others without their permission;
- Accessing, changing or copying files and/or data of others without their permission;
- Using another user's id or password;
- Printing of non-school related materials.
- Wasting limited bandwidth resources. This includes, but is not limited to the viewing of non-study related videos, streaming of music, downloading videos for recreational use, playing games;

If a student chooses to not meet the standards set-out above the student may be given a warning about appropriate use of devices, clarify the rules, and record their name, and/or have their right to use computers/electronic devices in school removed for a period of time

One-to-One Laptops

LANNA operates a “Bring Your Own Laptop” (BYOL) programme, as is common in most international schools. All students in Year 7 and above are expected to bring their own laptop to school every day, fully charged and ready to use within their classes; storing it safely in their locked school locker between classes. They will not be used in every lesson, but are an essential item of school equipment.

We are a Windows 10/11 based school and it is highly recommended that for ease of compatibility students bring a laptop running the Windows 10/11 operating system (it is possible to bring a laptop running MacOS, Linux or Chrome, but there may be software compatibility issues on occasion). What is required is a lightweight, moderately powered laptop, **with good battery life, and with a purchase/replacement cost of B15,000 or less**. In choosing a new laptop to purchase it is strongly recommended to choose one with an SSD for storage, and 4GB of Ram (memory) as an absolute minimum; 8GB is much preferred for speed and ease of use. Note that an Android tablet or iPad, even with an external keyboard, are not appropriate devices. A "full operating system" laptop is required, preferable Windows 10/11 based.

A laptop is required rather than iPad or Android tablet because:

- iPads/tablets tend to have lots of apps installed and can be very distracting, in a very similar way to how a phone would be if it were used in classes all of the time.
- They are not good for multitasking due to their OS limitations, and the screens are very small and limiting.
- The apps tend to be cut-down versions, with less functionality than Win or Mac full OS versions, including our Google Suite of apps.
- No ability to install a wide range of professional applications that others are able to e.g. create a programming environment, full featured photo and video editors, etc
- They are not "industry standard" and what students may be expected to be highly competent with for their future careers.

Ipads and tablets are in no way banned from school, but a student choosing to bring such a device to school must do so in addition to the laptop that they are required to bring. Bringing a tablet is not a recommendation, and does add more weight, and easily broken expense, to heavy school bags.

In choosing a laptop, you might also like to consider the busy nature of a school and the possibility that the laptop could be accidentally damaged. It is perfectly possible to buy a very suitable 14" screen Windows 10 laptop (a good size for weight versus usability) for B15,000 or less. At this price point repairs tend to be less expensive than high-end laptops, as, of course, is replacement, if necessary. **If you choose to send your child to school with a very expensive laptop (over B15,000 value) please insure it, or, if you choose not to, please understand that if it is damaged by another student they cannot be expected to meet repair/replacement costs beyond B15,000.** Note that where a student is negligent in leaving their laptop in a situation where others could easily trip over, fall on, or knock off their laptop and damage it they will be responsible for repairing it at their own expense. Students **MUST** take care to store/position their laptop in a safe way at all times (including within a protective case) and never use it outside of classrooms - there is lots of running around and ball play outside, and things can be easily damaged if not stored safely.

Laptops are devices to be utilised in the completion of classwork & homework within supervised conditions. This ensures that students have sufficient battery longevity to complete a day at school:

- Laptops are permitted for use within classrooms (with teacher supervision) and the library only.

- Laptops are permitted for use in the library for quiet **study relating to classwork and homework only** (no gaming/non-school related videos/social media, etc.).
- Students are expected to follow the established school policies on bullying and cyber conduct while online, at all times.
- Laptops are the responsibility of the owner. Proper care and maintenance are required to ensure they are functioning and charged for all classes.

School Email Use

LANNA email accounts are provided for school use, such as communication with teachers and other students. Users should not compose, send, or attach defamatory, abusive, inaccurate, threatening, offensive or illegal messages/files. Note that the system is NOT PRIVATE and the management are able to access all school accounts should the need arise.

Group email addresses are used by staff at LANNA to facilitate easy sharing of information with specific groups of staff and/or students. Students should not be using group email addresses (e.g. a whole year group email address) without specific permission from a teacher to do so - these are generally intended for staff use only.

When replying to a group email, think carefully before using “reply to all”. In most cases it is not required that all recipients of the original message see your reply – a simple reply is more appropriate; this courtesy also prevents the message reappearing in the Inbox of all recipients.

Mobile Phones

This policy is intended as an alternative to an outright ban on phones (as many other schools operate). If we can make this "quick check" system work, and encourage responsible phone use, we feel this is a much better option and more in fitting with the ethos of personal responsibility that we hope to encourage at LANNA. Students are allowed to use their phones only for "quick checks" during **break time and lunchtime only**, not at lesson changeovers.

During the school day (8.15 to end of classes) LANNA operates a "quick check" (30 seconds is a guide time) mobile phone policy, for students in years 7 to 11. If a student wishes to check their phone during break/lunch times they may do so and then promptly return the device to their bag (not pocket, it must be in the student's bag).

Extended/inappropriate usage of phones will result in confiscation of the device, as will phones out of bags at any time other than break or lunch (and phones should never be out of bags at all in the lunchroom or the library). This policy is designed to promote social interaction between students and participation in activities.

Mobile phones are not permitted to be used in the lunchroom or the library, at ANY time, or at lesson changeovers.

With cameras, please avoid:

- taking inappropriate pictures that could embarrass you or others. Consider other people's privacy when taking pictures of those around you
- posting or sharing photos of others without their permission, especially where this may cause embarrassment or distress
- sharing photos of yourself unless you are happy for EVERYONE to see it

Digital Gaming

Digital gaming of any kind is prohibited while on campus, at ALL times. This policy is intended to encourage our students to engage in off-screen ventures, both academic and extracurricular. LANNA also offers Esports programmes that allow our students to participate in structured competitive gaming in moderation and at scheduled times - the ONLY digital gaming allowed on site!

Improper Use of digital Devices

Confiscated devices will be handed to the Principal. The Principal will track this and contact home where needed. Devices will normally be returned at the end of the school day. For repeat offences individuals will forfeit the right to bring devices to school.

Social Media Use

Inappropriate social media use outside of school can significantly impact school life, often leading to issues such as cyberbullying, which can create a hostile and/or unsafe environment for students. Negative online interactions between students, whether in school or outside of school, can affect students' emotional well-being, academic performance, and relationships with peers. Additionally, harmful online behaviour can damage the school's reputation and disrupt the sense of community. It is crucial for students to understand that their online actions have real-world consequences, including potential disciplinary actions at school.

School Bus Policy

This policy has been developed in order to ensure that students, parents/guardians and any other persons concerned with the safe operation of the bus system are aware of Lanna International School Thailand's commitment to ensuring a safe and adequate school transport service.

Bus Service General Rules for Students:

- Be ready, and wait on time in a position at the designated location where you are visible to the bus driver.
- Upon entering the bus, take a seat immediately, fasten seat belts and remain seated while the bus is moving. Do not move around the bus while it is in motion.
- No part of the person should extend out of any bus window or door.
- Students must be courteous to fellow passengers: talk quietly using an 'inside' voice; eating and/or drinking on the bus is not permitted; public displays of affection are not appropriate; bus aisles must be kept clear at all times.
- The bus driver's/supervisor's instructions are final. The bus driver will stop the bus if any of these rules are not being followed, and the bus will not start again until the students follow them correctly.

In the event of inappropriate behaviour on a school bus:

- A report will be given to the School Management. Disciplinary action may be imposed on the student at the discretion of the School Management, and may include temporary suspension or loss of bus service (without refund). A letter informing the parents/guardian of the incident and any disciplinary action, if any, will be provided to the parent/guardian.

Bus Service General Responsibilities for Parents/Guardians:

- ❑ Please ensure that the person responsible for dropping off and collecting students at the dropoff/pick-up points are on time. Drivers have been instructed to leave/stop at the scheduled times.
- ❑ If your child is not returning home on the bus in the afternoon it is necessary that parents inform the school office - 052 000838
- ❑ The school must be informed of any changes of home address or contact details.
- ❑ Report in writing to the school any concern in relation to the transportation service.
- ❑ The bus service is for paying LANNA students only.
- ❑ Any changes to a student's transport arrangements, whether temporary or permanent must be notified to the school's Registrar in writing. A telephone call to the school or to the bus driver requesting any change to the bus route or timetable such as but not limited to, different drop off time, change of drop of location, or any other change is not acceptable.
- ❑ Parent/guardians are responsible for payment for repair of any wilful damage caused to buses by their children.
- ❑ Payment of the transportation fee represents the purchase of a return seat in the school bus for the entire school semester and is non-refundable.

School Uniform

The school uniform is designed to provide a sense of school identity while recognizing climatic and cultural restrictions. ***Parental support of the school uniform policy is greatly appreciated.***

School Uniform is available for purchase [via the school website](#)

Uniform for students in Y1 to Y11:

Students in Years 1 to 11 are to wear the regular school uniform, which includes a green or white LANNA polo shirt, beige cargo shorts, skirts, or trousers. This expectation will be strictly enforced by the teaching faculty and administration.

Secondary students are expected to come to school dressed in their school uniform and wear it throughout the day (apart from during drama and PE class times). They are also expected to maintain a well-groomed appearance that is appropriate for a school setting. Students arriving at school not properly dressed may not be allowed to attend classes and may be asked to return home, or parents may be called to bring the proper uniform to school.

School uniforms may be purchased from the school office. The LANNA uniform includes an optional black hooded top with the school logo that may be worn at any time, both around school and in the classrooms. These are available to purchase from the school office. No other outer clothing should be worn in classrooms or around the school, except in the case of foul weather when an additional outer coat can be worn outside.

Shoes should be trainers, sneakers or dress shoes worn with socks. No flip-flops/Croc type shoes or high-heeled shoes are permitted. For science classes shoes or trainers that completely cover the foot are essential for reasons of safety in the laboratory.

The wearing of excessive or valuable jewellery or watches is discouraged. LANNA accepts no responsibility for any jewellery or other items (for example, mobile phones) brought to school by students. Hats and caps may not be worn indoors.

On non-uniform (mufti) days, or other special events that do not require the wearing of our regular uniform, pupils are still expected to wear clothing appropriate to a formal school setting. Clothing should not be overly "revealing" - very short shorts or skirts are never appropriate for school.

Uniform modifications for Y12/13 students only:

Y12/13 students are required to wear the school polo shirt. PE kits are only allowed during PE.

Y12/13 students may, in place of a school hooded top, wear a single-coloured, pale or neutral-toned sweatshirt, jumper or hooded top—no bright or vivid colours. Logos or text, if present at all (ideally not), should not be overly large or prominent (i.e. should not exceed 10cm).

Visual Guide to Acceptable Y12/13 Outerwear

<p>NEUTRALS</p> <table border="1"> <tr> <td>White</td><td>Ivory</td><td>Cream</td><td>Sand</td><td>Camel</td><td>Caramel</td> </tr> <tr> <td>Beige</td><td>Nude</td><td>Dusty Pink</td><td>Tan</td><td>Taupe</td><td>Mocha</td> </tr> <tr> <td>Light Blue</td><td>Marine</td><td>Navy</td><td>Army</td><td>Khaki</td><td>Olive</td> </tr> <tr> <td>Coffee</td><td>Brown</td><td>Light Grey</td><td>Grey</td><td>Charcoal</td><td>Black</td> </tr> </table>	White	Ivory	Cream	Sand	Camel	Caramel	Beige	Nude	Dusty Pink	Tan	Taupe	Mocha	Light Blue	Marine	Navy	Army	Khaki	Olive	Coffee	Brown	Light Grey	Grey	Charcoal	Black	<p>Yes! ✓</p> 	<p>No ✗</p> 	
White	Ivory	Cream	Sand	Camel	Caramel																						
Beige	Nude	Dusty Pink	Tan	Taupe	Mocha																						
Light Blue	Marine	Navy	Army	Khaki	Olive																						
Coffee	Brown	Light Grey	Grey	Charcoal	Black																						
																											

The line

Y12/13 students have the option to wear either regular school uniform shorts, trousers or skirts, or alternatively to wear other decent (close to knee length or longer) shorts, skirts or trousers in a plain neutral colour with only basic formal type patterns (e.g. pinstripe, plaid). All bottoms should be of a formal style appropriate for our formal school setting, i.e. no fisherman-style pants, pyjama bottoms, "scruffy" jeans, ripped/distressed items, cargo shorts/trousers, athletic shorts, skin-tight exercise attire, etc. See the visual guide below:

Visual Guide to Acceptable Y12/13 Bottoms



When selecting clothing Y12/13 students are reminded that, along with all other students, they are expected “to maintain a smart and well-groomed appearance”. Interpretation of these guidelines is at the discretion of the Head of Key Stage and/or Secondary Principal. Students whose appearance is deemed to not meet this standard may not be allowed to attend classes and may be asked to return home. Students who repeatedly fail to follow these guidelines and dress in an appropriate way will be required to purchase and wear the school uniform.

P.E. Uniform

The P.E. uniform for both boys and girls consists of the House shirt, athletic shorts or pants, and athletic shoes (or trainers). Students may wear a baseball-style cap during P.E. For some activities, students may need special P.E. clothes or equipment, for example, swimwear, towels, and swimming goggles. Students are required to provide their own shin pads for futsal/football.

Students change into their P.E. uniforms before their Physical Education class and change back into the school uniform after P.E. Students may not wear the same clothes during P.E. and during their regular classes.

If students do not have their P.E. uniform, they will not be allowed to participate in P.E. that day. In the calculation of grades, this will count as an absence from the P.E. class.

12. Student Protection, Safety and Health

Child Protection at LANNA; Creating The Right Atmosphere

LANNA School is a learning environment. It is now well documented beyond dispute that learning takes place best in an environment where children feel safe, supported and secure.

All adults at LANNA School work hard to create this atmosphere by:

- Treating children with respect and dignity.
- Maintaining a stable, consistent, safe and predictable environment.
- Enforcing rules, boundaries and regulations consistently and fairly.
- Intervening if we believe a child is being abused or in danger of abuse.

In 1994 Thailand signed an agreement with the United Nations about the rights of children, (Convention of the Rights of the Child, 1989) this document makes clear a range of basic needs that every child has a right to. These include:

- A right to a family life
- A right to privacy
- A right to some form of help or support if something bad has happened to them
- A right to be involved in decisions about what happens to them
- A right to be protected from all forms of abuse.

It is a requirement for all LANNA School staff to report any child abuse concerns.

At LANNA School we do not:

- Hit children as a form of punishment or believe that anybody else should do so.
- Act in a way that is cruel or humiliating towards children.
- Ask children to do anything unsafe.
- Ridicule and demean children
- Deliberately make them feel anguish or fear

Please refer to the separate Child Safeguarding Handbook for further information.

Photography of Students at School

Lanna International School fully recognises the Convention of the Rights of the Child, Thailand's Child Protection Act (2003) and its responsibilities for child protection.

School Marketing Opportunities

The school will use photographs of children in its marketing materials such as brochures, advertisements, website and social networks such as Facebook. No image of a child will be used should we not have signed consent from the parents or guardians of these children. This consent is built into our 'Application Process' and is reversible at any time should parents wish their children not to be used for school marketing purposes.

Photography on the School Campus

Photographs of children by any person not part of the school's staff is not allowed other than at special school events where parents have been invited to attend such as assemblies, fancy dress parades, Thai cultural events and PTO events.

Parent & Staff Responsibilities

In accordance with the Child Protection Policies of the school, parents and staff are asked not to use photos of children for distribution via the internet without their permission. This includes social networks such as Facebook. This is obviously difficult for the school to manage and consequently we ask all parents and staff to adhere to and be a responsible supporter of our policies.

Parents have every right to publish photographs of their own children, but please remember that some parents are not comfortable with photographs of their children being distributed online by other parents.

School Nurse

Should your child require medicine during the school day, please consult the nurse, **not** the classroom teacher. Please ensure that the name and year group of the student and the dosage of any medication are clearly stated. Medication is only administered to a student after permission from the parent is given. We request that you do not send your child to school if the student has a fever. In the case of contagious diseases, for example chicken pox, influenza, hand foot and mouth, students should stay at home for a week unless they have been given a medical certificate from a doctor to say that they are well enough to return to school.

The school should be informed of any medical ailments, allergies, or changes in medical circumstances so that we will be able to act in the appropriate manner in the case of an emergency. Parents should inform the nurse if their child has asthma or any allergies. Students with asthma should have the appropriate inhaler.

Safeguarding Belongings

At the start of school, each student in Year 7 through Year 13 is assigned a locker for storage of his or her books, laptop and P.E. clothing. Students are not permitted to write on lockers or place stickers on or inside lockers. The contents of a locker are considered the personal belongings of the student to whom the locker is assigned. The school can provide each student with a key to their locker upon request and retains copies of these keys. Lost keys can be replaced by contacting the school office and paying the fee charged for key duplication (100 THB). The school reserves the right to inspect lockers should the need arise.

For PE classes, valuables (including telephones) and money that is not locked safely in the students' locker should be given at the beginning of the class to the P.E. teacher who will store it safely. **No valuables or money should be left in the changing rooms, or unattended in other areas, under any circumstances.**

Students should report lost or stolen items to the school office. Lost items may be turned in or claimed in the school office. Lost and found textbooks will be sent to the librarian from whom they may be

reclaimed. Students should clearly identify personal belongings, with their name. Students are advised not to bring valuable items or significant sums of cash into school.

Visitors in Classrooms

Teachers may invite parents or other visitors to participate in special classroom events and activities. However, as a matter of policy and safety, the school does not permit visitors in the classroom or school premises unless they have been invited by the teacher.

Emergency Drills

Emergency drills are held regularly during the year. Some are announced in advance, some are surprise drills. Emergency instructions are posted in each classroom and all staff are familiar with exit routes and location of fire equipment.

Motorcycle Helmets and Driving Licences

Road safety is a concern to us all. Thus, the school would like to remind parents and students that motorcycle helmets should be worn at all times by parents and students travelling to and from school and any school function. We expect that students travelling to and from school will have the relevant licences for the vehicles that they use.

Supervision During the School Day

All staff members have assigned duties when students are not in class. Staff commence these duties from 7.50 am and complete them 20 minutes after dismissal time. These duties are for the purpose of ensuring that the students are supervised and safe during the school day. We do not provide any supervision on the campus before 7.50am or beyond 20 minutes after dismissal time, other than for organised school events. Please make arrangements such that your child arrives at school after 7.50am and is collected from school within 20 minutes of the end of the school day. Your cooperation with this is much appreciated, as beyond these times there are no staff on duty actively ensuring the safety of your child.

13. School Library Service

The Library Service Mission:

The purpose of the School Library Service is to provide a wide range of books and multimedia resources that will support teaching and learning throughout the school; to create environments in which students can think critically and creatively, obtain and evaluate information for academic and personal use; to promote a culture of lifelong learning and Reading for Pleasure within the LANNA school community.

Secondary Library

The Secondary Library is centrally located within the school and has moveable shelving to make it a flexible learning space. There is a non-fiction collection to support teaching and learning and also reflect students' interests and needs. The fiction books are split into different collections; Young Adult Fiction, Adult Fiction, Classics and Graphic Novels. Secondary students are allowed to borrow up to five books at one time. Students can borrow one of the school Kindles so as to access the library's collection of over 1000 ebook titles. There are also 25 MP3 players available for students to borrow in order to access over 250 audiobook titles.

The Secondary Library is open until 4.00pm every day, and all students are able to access it before school, during break, lunchtime and after school. Y12 and Y13 students can use the Secondary Library as a study space throughout the school day. There are tables and collaboration booths in the main part of the library, and a quiet study area with tables, study carrels and laptop bars at the back. There is also comfortable seating around the library so that students can use the space for reading and relaxing in their free time.

Lost or Damaged Library Books and Equipment

We understand that library books sometimes get damaged or lost, however, please take care of library resources, as if this happens we will charge you for the replacement cost, in order to maintain our carefully curated book collections. If a book has been damaged, please return it to the library so that we can order a replacement and remove the damaged book from the student's account and our records. If a book has been lost, please inform Library staff. We can provide a picture of the book to students who can't find their library book - this sometimes helps when looking for it!

Once a book has been declared lost or damaged and library staff have been informed, a cost for replacement will be calculated and the Finance Department will issue an invoice for that cost to parents.

Donations of books from parents, although welcome if appropriate, are not an acceptable alternative to paying the cost of replacing a lost or damaged book.

14. Students Transferring Schools

Students Transferring from LANNA

When a student leaves Lanna International School, he/she has to make sure all books and materials are returned to the library/teacher, and all the bills have been paid. The cost of replacement of lost or damaged books will be deducted from the book deposit. This cost will include relevant taxes, transportation and handling costs, and will therefore be significantly more than the simple purchase cost of the book from the UK or other country from which the book is obtained.

A leaving certificate and/or an academic transcript (Years 10-13) are prepared. **A minimum notice of two weeks is requested** to facilitate the completion of the withdrawal process, which includes an exit interview and survey, visa cancellation/transfer, returning of textbooks/materials, payment of outstanding bills, etc.

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