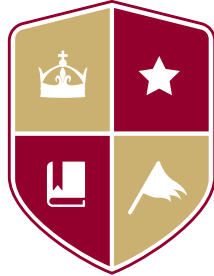


MERITTON
BRITISH INTERNATIONAL SCHOOL



PARENT HANDBOOK 2025-2026



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INTRODUCTION FROM THE HEAD OF SCHOOL

This handbook is an important guide to the school and its workings. It has been revised from previous years and it has been compiled with the valuable input of many across the school community.

Much of its contents are common sense and straightforward. Yet, being aware of these policies and helping the school ensure that they are read, understood and adhered to, are important steps in making our school efficient, safe and smooth running.

I look forward to working with you over the course of 2025-2026 and making this a great year for our school, students, its staff and all of the parents who have placed so much trust in us by sending us your sons/daughters to Meritton for their education.



Peter J. Mc Murray
Head of School

VISION AND MISSION

Vision

To provide an outstanding, values-based education which nurtures happy, responsible and successful members of society.

Mission

- A school where universal values like respect, kindness, responsibility and resilience are prioritised and cherished.
- World class learning through the UK Early Years Framework and Cambridge International Curriculum.
- A safe, family-based environment where every child is known and valued.
- Young learners who can think, create and achieve.
- Educating and empowering our students to be inquisitive, responsible lifelong learners.

SUCCESS IN STUDY, VALUES FOR LIFE

SUCCESS IN STUDY

Take responsibility for your learning. Set goals, stay organised, and make consistent effort to achieve your personal best in all areas of study.

VALUES-BASED EDUCATION

Let your actions reflect the values we uphold as a school community. Use these values to guide your decisions and behaviour.

LIFE SKILLS

Practise the skills you need to thrive in learning and in life — including resilience, communication, problem-solving, and working well with others.

LIFELONG LEARNING

Acquire the skills and the ability to access the resources necessary to continue learning outside of school with an unwavering growth mindset.

SAFEGUARDING AND CHILD PROTECTION

MBIS is committed to keeping children safe. All staff are vetted before appointment and are trained in how to identify and respond to signs of abuse, children's disclosures and allegations. They are required to report to a Designated Safeguarding Leader (DSL) on safeguarding, any suspicions or allegations of abuse.

We aim to create a supportive, compassionate and caring environment that enables students to talk about their concerns. We educate students about how to keep themselves safe and what to do if they have concerns about somebody else or if they themselves are victims of abuse. We aim to work closely with parents, but the children's safety takes priority.

Our Designated Safeguarding Leads conduct regular training and monitor community welfare. All staff sign a Staff Code of Conduct and are supported in upholding high standards of child safeguarding through ongoing professional dialogue, regular learning walks, and the teacher appraisal system.

ADMISSION TO MBIS

MBIS is an inclusive school committed to meeting the needs of all students. Our admissions assessments are used to identify each student's strengths and areas for development so that we can plan an appropriate curriculum to support their learning. Admission will only be declined if a student is unable to access our curriculum, even with appropriate support.

Students who are in the early stages of learning English are welcome at MBIS. During the admission process, potential students undergo a nonverbal assessment and an English and mathematics attainment test. Based on the results, a student may need to be placed in our English Language Learner (ELL) support programme. This program is vital for two reasons:

1. To enable students to fast track their English acquisition to better access the curriculum taught in English.
2. To better support students and teachers while they are developing the necessary language skills to be independent learners.

This is why, when required, the ELL support program is compulsory and a condition of your enrolment at Meritton. Please request the ELL policy for more details.

We are also committed to being inclusive of students with special educational needs. Where such needs are identified during the admissions process, a discussion will take place with the family to determine how, and whether, the school is able to provide appropriate support. In some cases, this may involve additional provision or specialist support, which would be discussed with parents as part of the admissions process.

All prospective students and their parents will be invited for an interview, and records from previous schools will be reviewed. This process ensures that new students are likely to meet our expectations for behaviour and learning, and that they demonstrate a commitment to the values that underpin life at MBIS. It is essential that parents provide accurate and honest information throughout the admissions process, so that the school can make informed decisions in the best interests of the child.

To request an appointment or to learn more about admissions, please contact the school admissions team via email at admissions@merittonbritish.com or by calling the front desk on 091 440 8880 or 053 131 119.

YEAR GROUPS

The British education system is organised into year groups, known as “Years.” At Meritton, students are placed in the appropriate year group based on their date of birth, ensuring they learn alongside peers of the same age.

For the 2025–26 academic year, we follow the published policy available on our website. We will guide parents on the suitable year group for their child, taking into account academic placement tests and recommendations from the Deputy Heads.

View: [Age Guidelines for Entry](#)

Year Groups and Ages

Division	Section	Year-Group	Age
Early Years	Early Years	Pre-Nursery	2 - 3
		Nursery	3 - 4
		Reception	4 - 5
Lower Primary	Key Stage 1	Year 1	5 - 6
		Year 2	6 - 7
Upper Primary	Key Stage 2	Year 3	7 - 8
		Year 4	8 - 9
		Year 5	9 - 10
		Year 6	10 - 11
Lower Secondary	Key Stage 3	Year 7	11 - 12
		Year 8	12 - 13
		Year 9	13 - 14
Upper Secondary	Key Stage 4 (IGCSE)	Year 10	14 - 15
		Year 11	15 - 16
Upper Secondary*	Key Stage 5 (A-Level)	Year 12	16 - 17
		Year 13	17 - 18

**First Cohort for Year 12
begins in the 2026/27
Academic Year**

CLASSES

Homeroom classes in the different Year Groups are all of equal standing, with a mix of cultural backgrounds and levels of ability. Students are allocated to homeroom classes by the relevant Coordinators in consultation with the Deputy Head of Primary or Deputy Head of Secondary. Academic, social, and emotional factors are carefully considered during this process. Parents are not able to request admission to or transfer between particular classes unless there are exceptional circumstances.

Our maximum class size is 25 students, although most classes have fewer than this. In the Primary School, students are taught by their homeroom teacher for core subjects, while specialist teachers deliver lessons in PE, ICT, Thai, Library, Art, Music, and Life Skills. In the Secondary School, all subjects are taught by specialist teachers. In specialist language classes, including Thai and Chinese, students may be grouped according to their language proficiency to ensure appropriate support and challenge.

A CAMBRIDGE SCHOOL

At MBIS, children in the Early Years section follow the Early Years Foundation Stage (EYFS) curriculum, which provides a holistic, play-based approach to learning and development during the early stages of a child's education. From Year 1 to Year 11, the curriculum is built on the Cambridge International Curriculum. We are fully accredited to offer this curriculum and are a recognised Centre for Cambridge examinations, including Primary and Secondary Checkpoint, IGCSE, AS and A Levels.

CIE is part of Cambridge University in the UK, ranked fourth in the World University Rankings for 2023. There are over 10,000 Cambridge Schools in 160 countries. It is the most widely recognised international English language curriculum.

EARLY YEARS

Before Year 1, our curriculum follows the Early Years Foundation Stage (EYFS) from England. The Early Years comprise Pre-Nursery (ages 2–3), Nursery (ages 3–4), and Reception (ages 4–5), where children are guided to develop in the following areas of learning:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design

Young children learn best through play, music, and the arts in the rich and stimulating MBIS environment. In Early Years, there is a strong emphasis on learning phonics as a foundation for reading.

As part of our approach to observing and celebrating progress, photos of children's work and learning experiences are regularly uploaded to online learning platforms, providing families with insight into their child's development and achievements. This form of documentation is specific to the EYFS programme and does not continue into Primary or Secondary, where student learning is shared through different methods and reporting structures.

Lower Primary (Key Stage 1)

Lower Primary consists of Year 1 (ages 5–6) and Year 2 (ages 6–7), this is also known as Key Stage 1. Students follow the Cambridge International Curriculum English, Mathematics, and Units of Enquiry. Reading is taught using the Reading A–Z scheme, with levelled texts and targeted comprehension activities. Phonics is taught in phases using the Jolly Phonics programme, helping children build strong foundations in reading and spelling.

Upper Primary (Key Stage 2)

Upper Primary is from Year 3 to Year 6, ages 7–11 where we continue through the Cambridge International Curriculum, taking Progression Tests each year and the Checkpoint examinations in Year 6.

Again, students learn English, Maths and Units of Exploration (UOE) from the Cambridge Curriculum with their Home Room teacher.

Primary After-School Club Programme

Students may choose from a wide range of activities in sports, arts, music, and languages. These activities take place after school every day except Tuesday, which is reserved for staff training. Participation is voluntary, but students are strongly encouraged to take part as much as possible. Our staff are enthusiastic and ready to share their interests with the students.

After-school clubs are coordinated at the beginning of Term 1 and Term 2. Students are allocated to clubs through Engage, our school management system. Once club allocations have been made, students are expected to remain in their chosen clubs for the duration of the term and are not permitted to switch.

While many clubs are included in the school provision, some activities led by external providers or those requiring specialist resources may incur an additional fee. Details are shared with parents each term during the sign-up process.

Regular attendance is expected. Students with multiple unauthorised absences may be withdrawn from the club to allow a place to be offered to someone on the waiting list.

Lower Secondary (Key Stage 3)

All MBIS students in Years 7–9 participate in a broad and balanced curriculum of study. Particular emphasis is placed on English, Mathematics, Science, and Global Perspectives through the Cambridge Secondary 1 Curriculum, with Year 9 students sitting Cambridge Checkpoint examinations in English, Mathematics, and Science at the end of Year 9.

Thai Language, French/Mandarin, Art, Music, ICT, Life Skills and PE continue to be important subjects for all students. All subjects are taught by specialist teachers and students may be required to move to different rooms throughout the day.

Upper Secondary (Key Stage 4)

Year 10 and 11: IGCSE

The International General Certificate of Secondary Education (IGCSE) is an internationally recognised educational programme developed by Cambridge International Examinations board (CIE). IGCSE is the most popular qualification for 14–16 years old students in the world today, and Cambridge IGCSE is recognised by universities and employers worldwide.

The following IGCSE courses are offered in 2025–2026: English, Maths, Science, Geography, Business Studies, Global Perspectives, Humanities.

Secondary After-School Programme

After-school clubs are optional activities that provide students with opportunities to enrich their learning, develop practical skills, and pursue personal interests beyond the classroom. The programme is designed to offer age-appropriate experiences that support students' personal growth, develop leadership and teamwork skills, and help prepare them for IGCSE, university, and life as responsible global citizens.

Clubs are coordinated at the beginning of Term 1 and Term 2. Students are allocated to clubs through Engage, and once enrolled, are expected to remain in their chosen club for the full term. Switching clubs mid-term is not permitted. While many clubs are provided by school staff, some led by external providers or requiring specialist resources may involve an additional fee. Full details are shared with families during the sign-up period each term.

Students are expected to attend regularly. Multiple unauthorised absences may result in a student being withdrawn from the club to allow another student from the waiting list to participate. The after-school programme reflects student interests and depends on teacher availability. Our staff are committed to offering engaging and meaningful opportunities for all students.



EDUCATIONAL VISITS

The goal of our Educational Visit programme is to expand the learning process beyond the classroom by providing students with opportunities to make meaningful connections between classroom concepts and the real world. Students may visit cultural, historical, recreational, or business establishments within the local area.

These experiences are carefully planned by staff and are intended not only to deepen subject knowledge but also to support the development of essential life skills such as independence, communication, and responsibility. Educational visits also provide a valuable context for students to practise and reflect on the values we promote at MBIS.

Safety is our top priority. An on-site risk assessment must be carried out for all educational visits, and each assessment must be reviewed and approved by the Designated Safeguarding Lead (DSL) and/or the Head of School. Parents are required to give consent through Engage and must ensure their child's medical and dietary information is accurate and up to date. All trips are accompanied by both male and female members of staff.

Residential experiences are offered as part of the curriculum in Lower Secondary and Upper Secondary. In Years 7–9, overnight trips are organised within Chiang Mai province, providing opportunities for students to develop important life skills and apply the values promoted throughout our school community. The Upper Secondary programme may also include residential opportunities outside of Chiang Mai province, depending on the year group and availability.

Please note that overnight trips are not included in school fees and may incur additional costs. Full details are communicated to parents in advance. Parents will be given a minimum of two weeks' notice for all field trips. For trips that include an overnight element, at least four weeks' notice will be provided.

HOMEWORK

Homework is set by teachers to help students become independent learners, to further their understanding and knowledge and to help them develop their organisational skills. Students are expected to complete all homework assignments thoroughly and on time. Homework for Years 1 & 2 should take no more than 30 minutes. Years 3-5 could have up to an hour of homework per night. Older students may have 1.5 hours plus of homework per day. Every student is different, and works at a different speed, so the actual time may vary. We recommend that every child spend some time reading every day. Reading is an essential part of learning and as such should be an integral part of every child's life.

ASSESSMENT, REPORTS AND TARGETS

Students' work is assessed on an ongoing basis, with most feedback given orally during lessons to support immediate improvement and understanding. Written comments may also be provided to guide learning during lessons. More detailed written feedback is given at the end of a unit, particularly alongside project work, to highlight strengths and next steps. Students and parents should reflect on this feedback and students are expected to learn from it.

MBIS follows Cambridge assessment standards and student achievements are reported termly. There will be two parent-teacher conferences during the school year.

The reports will include comments on every child's academic progress as well as his/her social skills and study habits. During parent-teacher conferences, parents can expect to see samples of their child's work, achievement records, hear about his/her strengths and areas which need improvement, general behaviour and adjustment to school.

From Year 3, all MBIS students have targets for their achievement in end-of-year assessments based on prior attainment. Following the Cambridge Progression Tests, a short target-setting summary will be shared with families to highlight areas of strength and identify next steps. This helps keep parents informed while focusing on learning and growth, rather than just test scores. If a Homeroom Teacher or Specialist Teacher has concerns about a student's academic progress, parents will be informed early, and appropriate support measures will be put in place to help the student get back on track.

ATTENDANCE AND PUNCTUALITY

At MBIS, we believe that every child has the right to a full-time education that supports their learning, social development, and wellbeing. Consistent attendance is essential to achieving this. Research and experience show that students with high attendance make stronger academic progress and feel more connected to school life.

We expect all students to aim for at least 95% attendance. Absence from school should only occur when a student is genuinely unwell or in other unavoidable circumstances.

Holidays during term time will not be authorised, as they disrupt continuity of learning. Requests for leave in genuinely exceptional circumstances must be submitted in writing to the Deputy Head of Primary or Secondary, ideally at least one week in advance.

Medical, dental, or other appointments should be arranged outside of school hours wherever possible. If this is unavoidable, please inform your child's Homeroom Teacher in advance, with as much notice as possible.

If your child is absent due to illness or another valid reason, please notify the school before 8:20 am using Engage or by emailing the Homeroom Teacher and the primary or secondary coordinator. If no explanation is received, the school will contact you by phone to confirm the reason for absence. A reason must be provided for each day of absence. The school will determine whether an absence is recorded as authorised or unauthorised.

Persistent absence (below 90%) will result in follow-up from the school. If attendance continues to decline, parents will be asked to attend a formal meeting with senior staff. Where poor attendance persists, a student's place at MBIS may be reviewed.

Punctuality is equally important. Students are expected to be in their classrooms and ready to begin learning by the following start times:

- Pre-Nursery: 9:00 am
- Nursery and Reception: 8:45 am
- Primary (Years 1–6): 8:15 am
- Secondary (Years 7–13): 8:15 am

Repeated late arrivals will be recorded and followed up with parents. If lateness becomes a pattern, the school will request a meeting with the Deputy Head of Primary or Secondary to agree on a plan for improvement.

Attendance, including late arrivals, will be recorded in student reports and may be taken into account when considering academic assessment or scholarship status.

STUDENTS' HEALTH

When completing the application for admission, parents must verify that their child is in good health and declare any medical conditions. This includes clearly specifying any food or drug allergies, along with the type of allergy and associated symptoms. Parents must also agree to give the school the authority to send a student for appropriate medical treatment in case of an emergency. Any medical treatment required outside of school will be at the parents' expense, except in the case of an accident that occurs at school, which is covered under the school's accident insurance.

If a child has a contagious disease, parents should inform the school nurse immediately. A physician's statement confirming recovery may be required before the child returns to class. If children are well enough to be at school, they are normally healthy enough to participate in physical education classes and other normal school activities. In case the child needs to forgo physical education classes for a period of time, the parents need to provide a written medical statement specifying the reasons for such exemption.

If a child feels sick, they will be sent to the MBIS clinic for medical evaluation. If warranted, they may be sent home at the discretion of the school, teacher and the Deputy Head of Primary or Secondary.

The school will provide basic first aid for minor injuries such as cuts and scratches. In the unlikely event of a more serious accident, the school will contact the parents or the emergency contacts listed on the student's application form without delay. For this reason, it is essential that the school holds up-to-date contact information for two parents or caregivers. If any phone number or emergency contact detail changes, it is the responsibility of the parent or caregiver to inform the school immediately.

The school nurse (nurse@merittonbritish.com) and homeroom teacher must be informed if a child is required to take prescribed medication during school hours. Any such medicine must be kept and administered at MBIS clinic with the assistance of the nurse. Students are not allowed to have any medication in their possession on the school grounds.

LEAVING THE SCHOOL CAMPUS

Students are not allowed to leave the school premises during school hours without the permission of the Head of School. Permission will only be granted if parental approval has been provided. Before leaving campus, the student must leave from the school via the front office gate informing the front desk receptionist.

BEHAVIOUR

At MBIS, our behaviour expectations are grounded in our commitment to Values-based Education. This policy applies in all school settings—on campus, during school activities and trips, on school transport, and in any situation where student behaviour impacts our community, including the misuse of technology, regardless of where or when it occurs.

Student Rights

At Meritton, every student has the right:

- To feel safe, physically and emotionally
- To be treated with kindness, dignity, and respect
- To enjoy an environment where they can learn, grow, and express themselves
- To contribute positively to our school community and the wider world

Student Responsibilities

In living our school values, every student is expected:

- To act in ways that are safe for themselves and others
- To respect the rights, beliefs, and wellbeing of others
- To care for our learning environment and natural surroundings
- To support the learning of others through cooperation and encouragement
- To use their strengths and talents to serve and uplift the community
- To wear the correct MBIS uniform as a symbol of pride in our shared identity

MBIS Values-Based Code of Conduct

We uphold our values every day by choosing to:

- Treat everyone with kindness and respect
- Look out for one another and show we care
- Take care of our school and all that belongs to it
- Work and learn together in a spirit of cooperation
- Communicate with honesty and empathy to solve problems peacefully
- Follow guidance from adults and peers to build a happy, safe, and respectful learning environment

MBIS Positive Behaviour Principles

At Meritton, our behaviour approach supports both learning and character development. Rooted in our values of respect, kindness, responsibility, and resilience, we aim to guide children towards becoming reflective, caring, and responsible members of their community.

1. Fosters connection and belonging.
Children feel valued, safe, and part of a supportive school community.
2. Promotes mutual respect and encouragement.
Staff and students treat one another with kindness, fairness, and understanding, even when boundaries need to be reinforced.
3. Focuses on long-term growth.
Behaviour guidance considers the student's emotional and developmental stage and supports them in making better choices for the future.

4. Teaches lifelong social and emotional skills.
Lessons in respect, communication, problem solving, and cooperation are embedded in daily school life.
5. Empowers students to take responsibility.
Children are guided to reflect on their actions, repair harm, and make responsible decisions with growing independence.

Where mistakes occur, our approach is restorative. We support students to:

- Understand the impact of their actions
- Restore relationships and trust
- Learn from the experience
- Reinforce that everyone is held to the same high standards

Parents will be informed when serious or ongoing behaviour concerns arise. Meetings may be held to agree on how best to support the student and strengthen positive behaviour moving forward.

We are committed to maintaining a safe and respectful school community, and we work closely with students and families to ensure that serious or ongoing behaviours are addressed with care, consistency, and support.

BULLYING AND HARASSMENT AT MBIS

At MBIS, we are committed to providing a safe, caring, and inclusive environment where every child is treated with respect, kindness, and dignity. Bullying of any kind—whether physical, verbal, emotional, or online—is not tolerated and goes against our school values and our belief in justice and equality for all.

What is Bullying?

Bullying is when a person or group repeatedly hurts, intimidates, excludes, or targets someone in a way that causes emotional, physical, or psychological harm. This can happen face-to-face or online and often involves an unfair use of power. Bullying is never acceptable. Everyone has the right to feel safe and included at school.

How We Respond

- We take all concerns about bullying seriously.
- Children are encouraged to speak to a trusted adult, their teacher, or a school representative.
- Reports are handled sensitively and investigated thoroughly.
- All students involved are supported with care and fairness, and our response is always focused on reflection, reparation, and growth.
- Families are informed when necessary, and follow-up is provided to ensure bullying does not continue.

Supporting a Positive Environment

We actively teach students how to build positive relationships, resolve conflicts peacefully, and show empathy through:

- Life Skills lessons, Values assemblies, and circle time
- Classroom agreements and clear expectations
- Whole-school values teaching and consistent staff modelling

What Can Parents Expect?

- A clear, calm, and values-driven response to any concerns
- Open communication and shared responsibility between home and school
- A focus on healing, learning, and prevention—not punishment alone
- A commitment to a respectful, inclusive school for every child

MOBILE PHONES AND ELECTRONIC DEVICES

Primary students are not allowed to bring mobile phones or electronic devices to school. If they are seen they will be confiscated and returned to the child at the end of the day. From time to time, teachers might inform parents that such items may be brought to School for a specific purpose.

Secondary students are permitted to bring one mobile phone to school. The phone must remain switched off and kept securely in the student's school bag throughout the school day.

Mobile phones may only be used before or after school hours, for the purpose of contacting parents or caregivers. If a student is seen using their phone during school hours—including during lessons, break times, or transitions—it will be confiscated and returned at the end of the day. Repeated misuse may result in further consequences.

Accessing inappropriate content or using a phone in a way that breaches the Digital Platforms and Safety Policy will be treated as a serious behavioural issue.

The School will not be responsible for the loss or damage of any electronic devices brought into School.

DIGITAL PLATFORMS AND SAFETY POLICY

MBIS computer system and Internet access are for educational purposes only. Unacceptable use of the system or Internet includes:

1. Accessing or posting any material that is pornographic, encourages violence or is anti-social
2. Any form of online bullying
3. Posting any false, private or hurtful material
4. Vandalising postings of other people
5. Accessing restricted areas or personal files or social networking sites (e.g. Facebook) without permission.
6. Establishing unauthorised online contacts
7. Violating copyright laws and plagiarising work
8. Conducting business transactions
9. Failure to follow Digital Content and Platforms - Rights and Responsibilities policy
10. Disrupting the operating system by any means whatsoever
11. Students must under no circumstances take photographs of other students and post these pictures on any social media platforms.

Failure to follow this policy may result in the loss of use of school computers and internet; in serious cases, the student faces the risk of suspension or expulsion from the school.

These three digital policies will be available on the Home Page of the Parent Portal, alongside other key school policies for easy access.

CARE OF SCHOOL BOOKS, EQUIPMENT AND PROPERTY

Textbooks and workbooks are provided to all students from Year 1 through to Year 11 as part of their learning. These materials are an important part of the educational experience, and students are expected to take good care of them.

Students should not deface, damage, or destroy school books. If a book is lost or returned in poor condition, families may be asked to cover the cost of replacement, including any necessary shipping.

All students are also expected to treat school property with respect and kindness, whether used in class or taken home. While we understand that accidents can happen, deliberately damaging or breaking school property is a serious matter and goes against our school values. In such cases, students may be held responsible for the cost of repairs or replacement.

SCHOOL UNIFORM

Wearing the school uniform with pride reflects a sense of belonging. At MBIS, the uniform represents respect, responsibility, and togetherness—values that help create equality, inclusion, and a shared school identity. By wearing the uniform, students help create a learning environment where everyone feels valued and part of the community.

PE UNIFORM

Students must wear the full PE kit on PE days, or they may change before and/or after their PE lesson. The PE uniform should not be mixed with other items or worn in parts. Please refer to the PE uniform images below to ensure your child is dressed appropriately for physical education.

You can find images of the official MBIS school uniform below for your reference.

Early Years (Pre-Nursery)



School Uniform

Early Years (Nursery - Reception)



School Uniform

PE Uniform

Primary School (Years 1 - 6)



School Uniform



PE Uniform

Secondary School (Years 7 - 11)



School Uniform



Casual Uniform



PE Uniform

Do ✓



Pre-Nursery



Don't ✗



UNIFORM ADAPTATIONS AND INCLUSIVITY

At MBIS, we are committed to creating a school environment where all students feel respected, safe, and included, regardless of their religious background, cultural practices, gender identity, or personal needs.

We recognise that some students may require adaptations to the school uniform. This may include, for example:

- Religious or cultural dress requirements
- Sensory sensitivities
- Health or wellbeing considerations

In such cases, families should contact the Deputy Head of Primary or Deputy Head of Secondary. Where appropriate, accommodations will be made in consultation with the Designated Safeguarding Lead and Safeguarding Committee, and all efforts should be made for the adaptation to remain as close as possible to the standard MBIS uniform.

HAIR, MAKEUP AND GROOMING

MBIS values individuality and self-expression within a school-appropriate context.

- Secondary students may wear a small amount of makeup, provided it is modest and appropriate for school.
- Hair dye is allowed, as long as colours are not unusually bright or distracting.
- Fake nails (including acrylics and press-ons) are not permitted for health and safety reasons, as they pose a risk of injury during play, PE, and other physical activities. Nail varnish is permitted.

We ask families to support a balanced approach to self-expression that upholds the positive, inclusive atmosphere we strive to maintain at MBIS.

VALUABLES AND JEWELLERY

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At MBIS, we encourage students to focus on learning and personal growth, free from unnecessary distractions or concerns about lost items. In line with our values of respect and responsibility, students are asked not to bring valuables to school, including large amounts of money, expensive accessories, or personal electronic devices (unless authorised).

Jewellery should not be worn to school, with the exception of religious or cultural items, which must be discussed with the Homeroom Teacher in advance. If earrings are worn, they should be limited to simple studs only.

The school cannot take responsibility for any lost, stolen, or damaged personal belongings. We kindly ask parents to help reinforce these expectations at home.

THE SCHOOL LIBRARY

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The mission of the MBIS Library is to promote a life-long love of reading and ensure that students and staff are effective users of information.

To accomplish this mission the MBIS library provides:

- A peaceful, welcoming environment where students may study, conduct research, browse and checkout books, or read during their free time.
- Guidance in the use of technology, materials and resources.
- Access to fiction and non-fiction books that students may borrow.
- A designated library period each week for primary students during which time children listen to stories, read independently and with partners, work on book-related projects, and check out books.
- Secondary students have a weekly study period, providing them with dedicated time to read, conduct research, complete assignments, and develop independent study habits in a quiet and focused environment.
- A space where teachers may bring a class of students to work on special projects.

MBIS also implements school-wide contests and events that promote literature and a love of reading and books. In addition, the school librarian assists teachers by selecting books and learning resources according to the needs and interests of their students.

Library Hours

The library is open Monday to Friday from 8:20 am until 3:30 pm. Students are welcome to visit the library to read, study, conduct research, or return and check out books during their free time, provided it is not being used for a scheduled library or study period class. Students may also use the library during lesson time with permission from their teacher. Students in Years 1–9 must be accompanied by a staff member while in the library. Students in Years 10–11 may use the library independently during their free time.

Library Rules

- All the students are members of MBIS School Library and may borrow as many books as they like during the school year. However, Primary students are limited to borrowing one book at a time and Secondary students are limited to borrowing two books at a time.
- Students may borrow new books as soon as they return the book(s) they have borrowed.
- Students are responsible for the books they borrow and must pay for the repair of books damaged in their care.
- Students must pay for the cost to replace lost books including shipping fees.
- Students are responsible for all personal items brought into the library. Eating and drinking is not permitted in the library building.

PARENT ACCESS TO CAMPUS



Parents are welcome on campus during our regular hours of operation: 8:00 am to 5:00 pm on school days. If you would like to meet with your child's Homeroom Teacher, please contact them directly via Engage to arrange an appointment.

For meetings with senior staff—including the Deputy Head of Primary, Deputy Head of Secondary, or the Head of School—please email the Front Desk at frontdesk@merittonbritish.com and a member of the team will assist you in scheduling an appointment. When visiting campus, all parents must sign in at the front desk and collect a yellow 'P' lanyard, which must be worn visibly at all times while on school grounds. Under our visitor protocols, Parents are also visitors and must be accompanied by a member of MBIS staff at all times while on campus.

To protect student privacy, photographs or videos of students must not be taken, unless permission has been granted by an authorised member of staff. Authorised members of staff are the Head of School, the Deputy Head of Primary/Secondary and the Designated Safeguarding Lead.

For security reasons, all parents must enter and exit the school through the main reception entrance. Other gates and access points are for staff and students only. As valued members of the MBIS community, parents are expected to uphold and model the school's values when on-site, promoting a positive, respectful, and inclusive atmosphere for all.

HOW CAN PARENTS HELP THEIR CHILDREN DO WELL AT MBIS?

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The best learning environment for students occurs when parents, teachers, and children work together in unison. This is even more important for parents of students living in an overseas setting.

If the parent(s) who normally care for the child plan to leave Chiang Mai while their child continues to attend MBIS, they must notify the Homeroom Teacher and the Deputy Head of Primary or Deputy Head of Secondary at least three school days in advance. Parents must also provide the full contact details of a responsible adult over the age of 18 who will be supervising the child during their absence.

Parents should be role models for their children, consistently demonstrating the values they wish to see. At MBIS, we believe children learn best by example—when parents model respect, kindness, and responsibility, their children are more likely to do the same. Experience has taught us that parents help their children to be happy and successful at school when they:

- Ensure their child gets enough sleep
- Take care that children who need glasses bring them to school
- Support their child's development through calm, consistent, and non-physical approaches to discipline
- Provide a healthy diet
- Insist on good attendance and punctuality
- Bring their child to school on time, and collect them from school on time
- Show love and support for the child as a unique and precious individual
- Take an interest in school, "What did you learn today?"
- Listen carefully to any concerns and take them seriously
- Supervise homework
- Take time to read to or with your child
- Contact the school about any concerns
- Work with the staff to find a solution, listening to both sides of the story
- Reward effort and progress
- Encourage other interests such as sport, music and drama
- Share information about the child's health or wellbeing

Learning is a wonderful journey of exploration, discovery, challenges, and individual triumphs. There will be ups and downs. During these times, you can help your child immeasurably when you take care not to:

- Compare the child to others
- Pile on unreasonable pressure
- Expect unreasonable amounts of time to be devoted to study and tuition
- Automatically believe that the child is in the right, or in the wrong
- Do the homework or get the tutor to do it
- Allow children unrestricted or unsupervised access to digital devices, especially during late hours or without clear boundaries
- Provide children with unsafe or inappropriate learning materials, such as sharp tools or box cutters
- Use physical punishment
- Accept excuses for not doing school work

CHANGE OF CONTACT DETAILS

It is essential that parents inform the school of any changes to their address, phone number, or email so that we can maintain accurate contact records.

Parents are encouraged to update their contact details using the *My Details* area in the Engage Parents' Portal. This is also where you can click a link to update your child's personal data. MBIS also fulfills its responsibility as a data controller by sending automated Data Refresh reminders twice a year through Engage.

COMPLAINTS PROCEDURE

Concerns and Complaints

At MBIS, we aim to maintain open, respectful communication with all families. Most concerns can be resolved quickly through informal discussion with your child's homeroom teacher. However, if you remain unsatisfied, we ask that you raise your concern in line with the school's Complaints Policy.

Complaints are handled in accordance with our school values—respect, responsibility, resilience and compassion—and managed with fairness, care, and confidentiality.

Summary of the Complaints Process:

- **Stage 1 – Informal Concern:**
Speak with the homeroom teacher, who may consult senior staff if needed. Most concerns are resolved at this stage.
- **Stage 2 – Formal Complaint:**
If the matter remains unresolved, a formal written complaint can be submitted to the Head of School (or Director of Operations if the Head is unavailable).
- **Stage 3 – Review Panel:**
If you are still unsatisfied, a request for a final review can be made to the Thai Director, who will convene a panel of senior staff and one independent member to review the matter.

All complaints are treated seriously, and written responses are provided at each stage. Records are handled with strict confidentiality.

This is a summary only; the full MBIS Complaints Policy is available on request.

SAFETY AND SECURITY PROCEDURES

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The safety of our students is our highest priority. MBIS has clear procedures in place to respond to a range of potential emergencies.

In the event of a fire or similar hazard, the school will follow its established emergency evacuation procedure. We conduct two fire drills each academic year—one announced and one unannounced—so that both staff and students are familiar with the process and can respond calmly and efficiently.

In some cases, such as a serious fire or structural concern, it may not be safe to re-enter the school building, and an early dismissal may be necessary. In this event, parents will be notified via Engage, LINE, or phone call, and will be asked to collect their child from school as soon as possible.

In the event of an earthquake, students will follow a stop, drop, and hold procedure, which may be followed by an evacuation and, if needed, early dismissal—depending on the severity of the incident.

If there is a threat outside the school, MBIS will implement its lockdown procedure to ensure students and staff remain secure within the building.

We conduct one earthquake simulation and one lockdown drill each school year to help prepare students and staff for these rare but serious scenarios.

YEAR OF 2025 - 2026

DROP-OFF / PICK-UP TIME AND ROUTE MAP :

PRE-NURSERY & NURSERY



MERITTON
BRITISH INTERNATIONAL SCHOOL

Drop-off	08:45 AM - 09:15 AM	Early Years Playground Gate
Pick-up	02:40 PM - 03:00 PM	Early Years Playground Gate



YEAR OF 2025 - 2026

DROP-OFF / PICK-UP TIME AND ROUTE MAP :

RECEPTION



MERITTON
BRITISH INTERNATIONAL SCHOOL

Drop-off	08:20 AM - 08:45 AM	Early Years Playground Gate
Pick-up	03:10 PM - 03:30 PM	Early Years Playground Gate



YEAR OF 2025 - 2026

DROP-OFF / PICK-UP TIME AND ROUTE MAP :

YEAR 1 & YEAR 2



MERITTON
BRITISH INTERNATIONAL SCHOOL

Drop-off	07:40 AM - 08:05 AM	Early Years Playground Gate
Pick-up	03:25 PM - 03:35 PM	Early Years Playground Gate



YEAR OF 2025 - 2026

DROP-OFF / PICK-UP TIME AND ROUTE MAP :

YEAR 3 TO YEAR 6



MERITTON
BRITISH INTERNATIONAL SCHOOL

Drop-off	07:45 AM - 08:00 AM	Office Gate/ Assembly Hall Gate
Pick-up	03:25 PM - 03:35 PM	Office Gate/ Assembly Hall Gate



YEAR OF 2025 - 2026

DROP-OFF / PICK-UP TIME AND ROUTE MAP :

YEAR 7 TO YEAR 11



MERITTON
BRITISH INTERNATIONAL SCHOOL

Drop-off	07:45 AM - 08:00 AM	Office Gate/ Assembly Hall Gate
Pick-up	03:40 PM - 03:50 PM	Office Gate/ Assembly Hall Gate



*FOR PARENTS WITH CHILDREN
OF DIFFERENT YEAR LEVELS*





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