



**Charter  
International School**

# EARLY YEARS

## FAMILY HANDBOOK 26-27

*'Charter International School is a student-centred, inclusive school in which the staff work hard to meet the many and varied needs of students and to listen to student views'*

CIS/WASC Feb '25



# A WELCOME FROM THE HEAD OF SCHOOL



## Mr. Neil Elrick

A warm welcome to the new Charter school year. Whether you are new to the school or your children have been with us for a while we hope that they will thrive with their new teachers, love coming to school each day and are excited by what they are learning.

Everyone at Charter is important! This means every student is well known by their teachers, valued for who they are and their achievements celebrated. We provide a supportive environment in which students will develop an excitement about learning for its own sake, which will serve them well through the rest of their lives. We expect students to gradually become more and more independent as they progress through the school and the Secondary curriculum is structured to help them develop the skills and mindsets to not only succeed academically, but socially and emotionally as well. Our teachers work hard to ensure that at all stages our students will learn both factual and debatable knowledge, and perhaps more importantly, how to distinguish between the two. They will be encouraged to make connections to other ideas they have learnt; to work both independently and collaboratively and how to communicate their ideas effectively. In addition, they will be given opportunities to develop their leadership skills and to learn through being of service to their communities. We want students to take risks, learn from their mistakes and think critically about the world around them.

I would like to emphasise that some of the best learning happens outside of the classroom: on the sports field, on the stage, in the playground or in any other of the many ECAs we offer. There is lots of evidence that shows that taking part in these activities, far from detracting from academic success, actually adds to it. So please do encourage your children to take part in as many activities as possible.

This handbook is your guide to the school. Although we have tried to make it as comprehensive as possible, it is not possible to put every single piece of information in one booklet. If you are unsure about something please do contact us. We are always happy to help. If it is about teaching and learning please contact your child's class/form teacher if it is more of an admin question, then contact the school office. Contacting the right people allows us to respond more quickly to a concern you may have. Alternatively, the School's website contains lots of information and what you are looking for might well be there. Have a great Charter year!

Neil Elrick – Head of School

# A WELCOME FROM THE HEAD OF PRIMARY



Mrs. Julie Kelly

Whether you're joining the Charter family for the first time or returning for another year, I warmly welcome you to the start of a new school year. We hope your child comes to school each day with a smile, ready to play, explore, and grow in confidence.

In our Early Years, every child is known and valued. Our teachers take the time to get to know your child—what brings them joy, what captures their interest, and how we can best support them to feel safe, happy, and ready to learn. We want every child to feel secure and nurtured, knowing they are part of a kind and caring classroom community.

At this stage of learning, we know how important it is for children to feel a strong sense of belonging. When children feel safe and supported, they are more willing to try new things, make mistakes, and learn from them. Our classrooms are warm, welcoming spaces where friendships blossom, imaginations come alive, and every little voice is heard.

As your child begins their learning journey, we focus not just on early academic skills but also on developing independence, resilience, and kindness. Through play, stories, routines, and meaningful experiences, children build confidence, curiosity, and a love for learning that will stay with them for years to come.

This Parent Handbook is designed to help you feel confident and informed as your child settles into school life. If you ever have questions or need support, please don't hesitate to reach out. For anything to do with your child's learning or well-being, your child's class teacher is your first point of contact. For general questions, our friendly office team is always happy to help. You'll also find lots of useful information on our school website.

We're so excited to be on this journey with you and your child. Let's make this year full of laughter, discovery, and joyful beginnings.

Warm regards,

Julie Kelly – Head of Primary



'It is clear that the leadership and teaching staff centre the curriculum around the needs of students at Charter International School.'

CIS/WASC Feb '25

## **Becoming Part of Your School Community**

At Charter International School, we want you to feel connected to your child's school life and to feel part of the Charter community. Parents are warmly encouraged to volunteer at school events and participate in community activities. Additionally, there is a Parent Representative on the School Board who can bring forward any concerns or suggestions you may have.

Extensive research shows that when parents are actively involved in their child's education, it has a positive impact on both well-being and academic achievement. The more you engage with your child's learning journey, the stronger your connection will be with the school, helping your child feel that Charter is truly their home away from home.

As a school committed to continuous improvement, we also welcome your ideas, feedback, and expertise. Parents often bring valuable perspectives and resources that enrich our school community. By working together, we can continue to provide a high-quality education and a safe, supportive environment where your children—our students—can thrive and enjoy their learning.

### **Charter International School: Internationalism**

At Charter, International Mindedness is the active development of knowledge and understanding of the values and cultures of diverse communities, as well as valuing and appreciating one's own sense of cultural identity and individuality. This includes Global Citizenship which is the development of world-mindedness through fostering an awareness of, and a sense of responsibility for, global issues.

# OUR GUIDING STATEMENTS

At the core of all that we do is the Charter Guiding Statements and our School-wide Learner Outcomes.

**Vision:** Charter International School strives to provide high-quality education to enable all students to achieve their full potential.

**Mission:** Charter International School provides an international education in a safe, nurturing environment. The school develops students holistically, to become independent, active, self-motivated learners. Our students will become responsible citizens who are internationally minded, critical thinkers, effective communicators and academically successful.

**School-wide Learner Outcomes:** We aim for our students to be:

#### **Responsible Citizens who can:**

- look after their physical, mental and social well-being
- act with integrity, honesty and compassion
- make positive contributions to their communities and environment
- manage their time to ensure that they have a balanced and purposeful life

#### **Internationally Minded who can:**

- accept and embrace diversity
- understand the complexity of local and global issues
- take an active interest in world events and ways in which they can make a positive contribution

#### **Critical Thinkers who Can:**

- actively question and reflect on their own understanding
- think beyond the obvious
- evaluate the reliability of information use a variety of strategies to solve problems and make informed decisions

#### **Effective Communicators who can:**

- communicate clearly and confidently in more than one language
- share ideas in a variety of different ways
- collaborate effectively whilst respecting different points of view

#### **Academically Successful so they can:**

- develop their full potential in all aspects of school life
- are enthusiastic, inquisitive and independent learners
- develop resilience and adaptability to be successful in their learning
- graduate with internationally recognised qualifications which enable them to attend universities around the world

# GENERAL INFORMATION

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## The Structure of the Early Years School Day

### Nursery

|               |                                                                  |
|---------------|------------------------------------------------------------------|
| 08.00 – 08.30 | Collaborative Play – Shared Area                                 |
| 08.30 – 09.30 | Learning Through Play – Nursery Classroom                        |
| 09.30 – 10.15 | Snack and Free Play                                              |
| 10.15 – 11.30 | Learning Through Play – Nursery Classroom                        |
| 11.30 – 12.00 | Lunch                                                            |
| 12.00         | Soft End to the Day (Parents pick up from the Nursery Classroom) |

### Kindergarten

|               |                                                             |
|---------------|-------------------------------------------------------------|
| 08.00 – 08.30 | Collaborative Play – Shared Area                            |
| 08.30 – 09.30 | Learning Through Play – KG Classroom                        |
| 09.30 – 10.15 | Snack and Free Play                                         |
| 10.15 – 11.30 | Learning Through Play – KG Classroom                        |
| 11.30 – 12.00 | Lunch                                                       |
| 12.00 – 14.00 | Nap Time                                                    |
| 14.00 – 14.20 | Learning Through Play – KG Classroom                        |
| 14.20 – 14.40 | Soft End to the Day (Parents pick up from the KG Classroom) |

### Reception

|               |                                                                    |
|---------------|--------------------------------------------------------------------|
| 08.00 – 08.30 | Registration and Daily Phonics                                     |
| 08.30 – 09.50 | Learning Through Play & Lessons                                    |
| 09.50 – 10.20 | Snack and Free Play                                                |
| 10.20 – 11.50 | Learning Through Play & Lessons                                    |
| 11.50 – 12.40 | Lunch                                                              |
| 12.40 – 14.40 | Learning Through Play & Lessons                                    |
| 14.20 – 14.40 | Soft End to the Day (Parents pick up from the Reception Classroom) |

## Learning Through Play

Learning through play is at the heart of every high-quality Early Years setting. Play is how young children explore the world, make sense of new ideas, and develop vital skills. It is often called the ‘work’ of a child because through play, children build their creativity, problem-solving abilities, social skills, and emotional understanding. Play supports brain development by encouraging curiosity, imagination, and active learning in a way that feels natural and enjoyable for children. By providing a rich and stimulating play environment, we help children grow, learn, and thrive at their own pace. Play is essential for preparing students for formal learning in Primary.

## **Class Teacher**

Your child's class teacher will be the first and most important point of contact for both you and your child throughout the school year. In Early Years, the class teacher is not only the main teacher but also a key person in helping your child feel safe, happy, and excited about coming to school each day.

They take time to get to know each child as an individual—understanding their interests, strengths, and any areas where they may need a little extra support. Whether it's helping with organisation, offering gentle encouragement, or giving a much-needed confidence boost, your child's teacher will play a big part in guiding their learning, wellbeing, and emotional development.

To further support your child's positive start at Charter, each Early Years class also has two dedicated Teaching and Learning Assistants. One of these valued team members will be a Thai native speaker, who will help nurture your child's development, wellbeing, and language skills. This additional layer of care helps ensure that every child feels understood, supported, and comfortable—particularly as they settle into a new learning environment.

Most importantly, the whole team will help your child feel part of our school community, encouraging them to explore, take risks, and enjoy every step of their learning journey.

## **Communication**

We believe a strong partnership between home and school is key to giving your child the very best start to their learning journey at Charter. When teachers and parents work closely together, it creates a positive, supportive environment where every child can thrive.

We really value the small, day-to-day conversations that help us stay connected with you and support your child's development and wellbeing. If you have a quick message or update, you're very welcome to catch us at the start of the day or during pick-up time.

In Early Years communication or other class related matters is most effective via Seesaw. At the beginning of each year you will receive a QR code to sign onto your child's Seesaw account. This is used for day to day communications.

At Charter, we are proud of the positive and professional communication we share with families. To help keep emails a useful and effective tool, we've put together a few simple guidelines:

- Teachers may not be able to respond to emails immediately due to their teaching commitments, but we will do our best to reply within 24 hours.
- Please don't expect email replies outside working hours or over weekends, as we encourage our teachers to maintain a healthy work-life balance.
- We kindly ask that all communication remains polite, friendly, and respectful.
- Please use the cc and bcc functions only when absolutely necessary, to avoid over-communication and ensure clarity for the main recipient.

For more detailed or sensitive matters, we kindly ask that you arrange a face-to-face meeting—either before or after school. We're always happy to make time for these important conversations.

To keep you well-informed, we regularly send letters and updates via email. To help reduce paper use, these are sent electronically, so please check your inbox regularly. We'll also send a LINE notification whenever a new letter is issued.

You can also stay connected by following us on Facebook, Instagram, and LinkedIn. School news and updates are regularly posted on our website too.

Finally, every two weeks, we publish our detailed Friday Newsletter, celebrating all the wonderful things happening across the school. The link will be emailed to you and posted on our social media channels. Please feel free to share it far and wide with your own networks.

As an international school, our common language is English. While we will always do our best to help with translation when we can, this may not always be possible, especially during larger events such as parent-teacher conferences. Thank you for your understanding, and please know that we will always do our utmost to support you in feeling informed and included.

### **Parent Partnership**

Throughout the year, we warmly invite parents to join our Parent Partnership Sessions. These are relaxed, friendly sessions where we talk about different parts of school life and how children learn at Charter. Some sessions are for all parents across the school, while others are just for Early Years families.

For our Early Years parents, we cover topics such as 'Wellbeing in Early Years', 'The Importance of Learning through Play' and different areas of the Early Years Foundation Stage (EYFS) curriculum.

These sessions usually take place at the start of the day, so you can easily pop in after drop-off. We look forward to welcoming you and sharing ideas to help support your child's learning and development.

## **Parents on Campus**

Our top priority is ensuring that all students feel safe, secure, and happy while at school. To help us maintain this environment, we kindly ask all parents to follow our 'Parents on Campus' policy when visiting the school.

We expect all members of our school community, including parents, to treat each other with kindness, courtesy, and respect. If you ever have a concern involving another child, we ask that you do not address the child directly. Instead, please bring the matter to the attention of a member of our school staff who will help resolve the situation appropriately.

## **Special Events**

We love having parents involved in school life and believe that your participation helps strengthen our learning community. Throughout the year, there are many opportunities for you to get involved—from attending assemblies, concerts, and shows to volunteering at special events. We'll keep you informed of upcoming opportunities through the parent portal or by contacting you directly.

Your support and involvement make a real difference, and we look forward to working together to enrich our students' school experience.

We aim to give you as much notice as possible about upcoming events—usually at least two weeks in advance—so you have time to plan your calendars. However, from time to time, last-minute changes may be unavoidable due to factors beyond our control, such as changes from other schools or unexpected weather conditions. Please rest assured that we do our very best to keep these changes to a minimum and to communicate them with you promptly.

# ATTENDANCE & ABSENCE FROM SCHOOL

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If your child is unable to attend school for any reason, we kindly ask that you contact both the school reception ([reception@charter.ac.th](mailto:reception@charter.ac.th)) and your child's class teacher on each morning of their absence. This helps us ensure every child's safety by making sure both home and school know where they are.

If both parents or guardians will be away from Bangkok while your child remains here, please inform the school in writing. We ask that you provide the names and contact details of the temporary guardian(s), along with the dates they will be responsible for your child. Having up-to-date contact information is essential in case of an emergency.

**Authorised Absence** - Once we are informed of the reason for your child's absence, the school will carefully review it to decide if it can be authorised. Since our school calendar is shared well in advance, we kindly ask families to plan holidays outside of term time whenever possible, to help your child make the most of their learning and time with friends.

We understand that medical appointments and important one-off events are sometimes unavoidable and are usually accepted as valid reasons for absence. However, family holidays during term time are generally not authorised.

To help us support your child's learning and wellbeing during any absence, please contact your child's class teacher as early as you can to let them know the reason for the absence and when you expect your child to return.

**Illness** - If your child is unwell, the best place for them is at home where they can rest, recover, and feel cared for. Sending your child to school when they're unwell not only makes it harder for them to get better but also risks spreading germs to other children.

**Late to School** - Families arriving later than 8.00 should report first to the school receptionist in the front office and get a late slip to present to their teacher to show they have been registered as being present. This is so we immediately have an up-to-date record of who is on campus.

We kindly ask all families to make every effort to arrive on time each day. Punctuality helps children start their day calmly, settle into routines, and feel fully prepared for learning. Arriving promptly supports your child's confidence and ensures they don't miss important instructions or opportunities to connect with classmates. Thank you for helping us create a smooth and positive start to the day for everyone.

# ASSESSMENT AND REPORTING

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In Early Years, assessment is a continuous and natural part of daily teaching. Our expert teachers are always observing children as they play, explore, and learn. It might be a quick glance around the room to see who is engaged, listening, or thinking deeply, or noticing how children respond to questions and interact with activities. Assessment doesn't mean formal tests—it happens all the time through these careful observations.

We use Development Matters, a UK Based Early Years Framework specifically for children aged 0–5, to guide our observations and understand the progress children are making across different areas of learning and development. This helps us see what each child knows, understands, and can do at their own pace.

## **Assessment helps us:**

- Understand each child's strengths and areas where they may need extra support.
- Adapt the learning environment and activities to meet the unique needs of every child.
- Share meaningful and regular updates with parents, so you can support your child's learning at home.
- Provide leaders with important information about how well teaching and learning are working across the school.

All observations are carefully recorded in Seesaw, our online learning journal. This gives parents a window into their child's progress and the specific areas of learning we focus on each week.

We believe parents are an active and integral part of their child's learning journey. Through Seesaw, you can engage with your child's experiences, celebrate their achievements, and support their development alongside us.

Together, through this ongoing partnership, we make sure every child feels valued, challenged, and encouraged as they explore and grow every day.

## **Parent-Teacher Conferences**

These are held twice a year—once in Term 1 and again in Term 2. These special meetings give you the chance to talk face-to-face with your child's teacher and hear all about how your little one is growing and learning. During the conference, your child's teacher will share insights about their learning progress, how they are settling in, their social skills, and their happiness and wellbeing at school.

## Reporting in Early Years

In Early Years, we share a summative report about your child's progress twice a year. Along with this report, you will receive a downloadable portfolio of their learning through the Seesaw app.

Your child's teacher will share lots of helpful information, including:

- How your child is developing across key areas from the Development Matters framework, including their personal, social and emotional skills such as building friendships, managing feelings, and working with others.
- How your child is feeling at school, including their happiness, wellbeing, and behaviour.
- Important learning moments that highlight their growing confidence, curiosity, and excitement about exploring the world around them.
- The current targets your child is working towards, with easy-to-follow ideas to help you support their learning and development at home.

Each report also includes details about the learning your child has done, as well as their attendance and punctuality. We hope these reports help you feel closely connected to your child's learning journey and give you ideas on how to support them as they grow.

# BIRTHDAYS & CATERING

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## **Birthdays**

In Early Years, we are happy to celebrate students' birthdays. The date and time should be agreed with the class teacher in advance, and the teacher should also be informed if you plan to provide food for the class.

To keep celebrations simple and minimise disruption to learning, we ask that any food is easy to serve and share, such as pre-sliced cake, brownies or pizza. Please ensure all food is *\*nut-free\** so that every child can celebrate safely.

## **Catering**

Our own Charter catering staff supply our school snacks and lunches. Students are provided with milk and a light snack or fruit during the morning break time whilst at lunchtime there is a selection of Thai and international dishes. As we aim to encourage healthy eating, we ask parents not to give children sweets or other unhealthy snacks to bring to school.

# CAR PARK, PICK UP & DROP OFF

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Parking for parents and visitors is provided at the front of the school. All drivers must drive carefully and slowly in the car park at all times. Please follow the directions of our guards and other staff directing traffic. Our priority is the safety of students, and all instructions are given with this in mind.

Please note that parking is at the driver's own risk. The school accepts no responsibility for any damage to, or theft from, vehicles while in the school car park.

## Early Years Morning Drop-Off

For your convenience, there are two options for dropping off your child in the morning:

1. **Drive-through drop-off:** Drive up to the fountain drop-off area where your child will be greeted at the car by a member of staff. To help the process run smoothly, please ensure your child is ready to step out of the car with shoes on and belongings packed.
2. **Park and walk:** Park at the front of the school and walk your child into their classroom.

Children should arrive between 7:30am and 7:55am to allow time to settle before the start of lessons. Arrivals after 7:55am will be marked late and must obtain a *late arrival card* from the school receptionist to give to their class teacher.

## Early Years Collection

Parents of Early Years children should park at the front of the school and collect their children directly from the classroom. Please arrive on time, as younger children can become unsettled if left waiting after their peers have gone.

- **Nursery:** Collected directly from the Nursery classroom between 11:45am and 12:00pm.
- **Kindergarten & Reception:** Collected directly from the classroom between 2:20pm and 2:40pm.

## Sibling Collection Arrangements:

- **Early Years + Year 1 or 2:** The older sibling will be brought to the relevant Early Years classroom for collection.
- **Early Years + Year 3–6:** Please collect your Early Years child first, then join the road system to collect your KS2 child at 3:10pm (or 4:00pm if they have an ECA).

## **Bus Students**

Students who use the school bus are collected from the Early Years Building by a bus monitor.

At no time will a teacher or assistant release a student to an unknown person without a valid Charter ID, unless a Student Release Form has been signed by the Director or Divisional Head.

## **Early Collection (Before the End of the School Day)**

We understand there may be occasions when your child needs to leave school early—for example, for an urgent medical appointment. Please inform the Charter Receptionist and your child's class teacher in advance. The class teacher will ensure your child is brought safely to the Receptionist Area at the agreed time.

Early collection will not be permitted for external activities such as tutoring or music lessons. These should be arranged outside of school hours to avoid disruption to learning and dismissal routines.

## **Late Collection**

If you need to collect your child after the usual dismissal time, please notify the Charter Receptionist and your child's class teacher as early as possible. This will help us make the necessary arrangements to ensure your child's safety and well-being while they wait.

# **DATA PROTECTION**

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Keeping personal data safe is very important to us and we ensure that data is only accessible by or shared with those who have a legitimate educational or welfare reason to access it. Charter will not share any information about another parent's child.

Charter is committed to ensuring that its policies and procedures are aligned to national and international Data Protection criteria. The Thai PDPA (Personal Data Protection Act) came into force in June 2022, and to ensure that we comply with this Charter has appointed its own Data Protection Office who works with an international data protection company. Further information about Charter's Data Protection and Privacy policies can be found on the website.

Any question about data protection can be directed to the Data Protection Officer, Khun Golf ([dpo@charter.ac.th](mailto:dpo@charter.ac.th))

# EMERGENCY PROCEDURES

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The school has emergency procedures in place to evacuate the buildings in case of a fire or other emergency situations. All rooms have instructions posted inside them and regular drills take place to ensure that students and staff are familiar with these instructions. All people on campus at the time of an emergency are required to follow the instructions from staff without hesitation.

In addition, we have procedures in place to leave the campus in an emergency situation, if advised to do so by the authorities.

## EMERGENCY SCHOOL CLOSURE POLICY

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The school will follow government directives regarding school closure.

- In other circumstances which may require school to be closed, the Director will make a judgement of the situation and work in consultation with the Thai Director to decide whether the school should be closed.
- Parents will be notified in a variety of ways including SMS, email and the School's website. Updates about the closure and when school will reopen will be sent out by the same methods.

Every effort will be made to continue the learning of students during this time, with some modifications made to reflect the differences in remote learning. More detail can be found in the school's policy section of the website.

### **Fee Payments During School Closure:**

1. In line with Ministry of Education and OPEC guidelines, Charter provides on-line learning for students of all years on the scheduled term days when school is closed by government order.
2. The fee for both online and in school learning are charged at the same rate.
4. Parents may not defer the school fee, or part of the school fee, to the next term.
5. Charter will credit parents with the costs of snacks and lunches on any days of closure at the rate of 100 baht per day. The total amount credited will be deducted from the next term's fee.

# ENGLISH LANGUAGE ENVIRONMENT

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At Charter International School, we warmly value and respect each child's home language and cultural background. We know that a strong first language is very important for your child's overall learning and development, even as they begin to learn in English.

To support our youngest learners, every class has a Thai-speaking Teaching and Learning Assistant (TLA) who helps children use both Thai and English in their learning. This support helps your child feel confident and comfortable as they develop skills in both languages.

We also encourage the use of English during lessons so that all children can take part in activities and enjoy making friends with their classmates from different countries. English is our shared language that helps bring everyone together and makes sure every child feels included and able to join in.

## EQUAL OPPORTUNITIES

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At Charter International School, we are committed to promoting equal opportunities for all staff and students, regardless of cultural background, religion, gender, or any other differences. We actively challenge stereotypes and encourage every individual to develop a positive self-image while respecting and valuing the identities of others. Any form of prejudice or discrimination is not tolerated within our school community.

All subjects and options within the school's curriculum should be available to all. All students have the right to an appropriate share of their teacher's time and attention and have equitable access to resources and the use of the school grounds.

# HEALTH CARE

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## **General information**

The school has a full time nurse located in the sick bay on the ground floor of the Secondary building.

Each student will be given a Health Information Form at the time of enrolment, and these are required to be updated regularly (as a minimum at the start of each new academic year.). This information is kept securely in a separate part of the schools Management Information System.

It is very important that we have the name and number of at least one person who can be contacted in case of an emergency. It is the parent/guardian's responsibility to notify the school if any of the telephone numbers change. The school cannot be held responsible in cases where a parent cannot be reached because an incorrect or invalid telephone number has been provided.

If a child becomes ill during the school day, we will telephone a parent/guardian to request that the child be taken home. In the event of a serious illness or accident parents will be informed by telephone immediately.

## **Medication**

If a child requires prescribed medication during school hours, parents should contact the nurse directly, via the form on the website. Other members of staff are not allowed to give medication to students under any circumstances. The nurse cannot give a child any medication at school without written parental approval.

## **When to Keep Children at Home**

If you feel your child is not well enough to fully participate in all aspects of the school day including PE, and swimming—we respectfully ask that you keep them at home until they are ready to return.

Parents/guardians must always keep a child at home if the child contracts a contagious disease such as influenza, chicken pox, red eye etc. If this is the case they must also contact the nurse so that other families can be notified and the disease contained.

We understand that deciding whether your child is too unwell for school can be challenging, especially early in the morning when symptoms may not be fully developed. It's not always easy to predict whether they will improve or feel worse as the day progresses.

If your child frequently complains of feeling unwell and often asks to stay home, it may be helpful to consider whether there could be an underlying reason—sometimes children may avoid school for emotional or social reasons. If you are ever unsure or concerned, please don't hesitate to reach out to us. We're here to support both you and your child, and we are happy to help you work through any concerns you may have.

# HOME LEARNING

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At Nursery and Kindergarten, we don't set regular home learning, but from time to time, you may receive a special task to enjoy together at home. In Reception, children will have one home learning activity each week, shared through Seesaw.

As your little ones begin their reading journey, it becomes especially important to spend a few minutes each day reading together. Your child's class teacher will be happy to suggest fun and meaningful activities you can do at home to support and build on the learning happening at school.

How to help your child to learn at home

- **Encourage Imaginative Play:** Let your child explore their creativity through pretend play, dress-up, and storytelling. This helps develop their imagination and problem-solving skills. Even better – join in!
- **Nurture Curiosity and a Love of Nature:** Go on nature walks together, explore parks, and talk about what you see. This builds their curiosity and interest in the world around them.
- **Read and Share Stories Often:** Read lots of books daily and share stories that excite your child. Show your own love of reading by letting them see you enjoy books too.
- **Connect Through Talk, Songs, and Rhymes:** Talk with your child throughout the day, sing songs, and recite rhymes or poems. These activities build language skills and make learning fun.
- **Play, Create, Move, and Laugh Together:** Have plenty of playdates, encourage active physical play like running, jumping, and dancing, laugh together, and make creative things from everyday materials like boxes and scraps. Avoid screen time to encourage hands-on learning, physical health, and strong family bonds.

## Screen time

For very young children, it's best to keep screen time very limited or avoid it altogether, as scientific research shows that too much screen time can significantly affect their development.

# HOUSE SYSTEM

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Our House System is a much-loved part of school life at Charter, helping to create a strong sense of belonging and community for our students. From a young age, children feel inspired and proud to be part of their House, building friendships across year groups and developing teamwork, leadership, and school spirit.

Through fun challenges, events, and celebrations, the House System encourages students, staff, and even parents to come together in friendly competition. It's also a wonderful way for students to discover new interests, showcase hidden talents, and build confidence—all while feeling part of something special.

There are three different houses named after Thai islands: **Phuket, Lanta and Samet**

## House Allocation

Every student and member of staff is allocated to one of three houses on entry to the school. Family members are allocated to the same house. We endeavour to keep the houses balanced in terms of total numbers, gender and student ages. In Early Years a student's house allocation is simply used to help organise teams for the two main events of the year – Sports Day and Swimming Gala.

# LOST AND FOUND

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All found items are put in the lost and found basket next to the security guards desk at the front of the school. To help avoid losing items, please label all belongings with your child's name.

# PHOTOGRAPHS OF STUDENTS

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In order to keep our students safe online, we ensure that any photographs taken in school are done so in a responsible way:

- Photographs or videos may only be taken for personal use.
- Photographs or videos should only be taken of events such as assemblies, drama, sports and other such school occasions and not of teachers or students outside of these events.
- Never name or tag someone else's child in a picture or social media post.
- We strongly advise against tagging and naming your own child in pictures or other social media posts
- Parents should only take photos and videos when their child is the main subject of the picture.
- When taking pictures or filming an event parents must be aware of those around them.
- Students may only take photos with the explicit permission of a teacher.

## **Photographs taken by school for publication**

Charter ensures that we have permission to include pictures of our students in our publicity materials. At the start of each school year we ask for your permission to publish pictures of your children involved in school events.

- We will only use the first name of the student in a picture as a basic safeguarding measure
- If a picture contains more than 6 students then it will be considered a picture of a group and the school will not seek permission to publish

Parents have the right to withdraw their permission at any time, and the school will make every reasonable effort to remove any pictures for which permission has been withdrawn.

# PHYSICAL EDUCATION AND SWIMMING

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Water play and swimming are important parts of our Early Years curriculum, helping children build confidence, coordination, and well-being. If your child is well enough to attend school, they are expected to take part.

If a child is well enough to attend school, they will be expected to join in these lessons. However, if there is a specific medical reason your child is unable to participate in swimming or water play, please provide a doctor's note. This ensures we can support their needs appropriately.

# BEHAVIOUR FOR LEARNING EXPECTATIONS

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Managing feelings and behaviour is a key part of our daily routines, interactions, and playful experiences in Early Years. When children find things tricky, we use kind conversations to help them understand how their actions affect others and guide them towards making better choices. We also keep parents informed when needed, so we can work together to support your child.

## **Rewards**

In our Early Years classes, we love celebrating when children show kindness, try their best, or make good choices. Children receive special praise and stickers that link to our School-wide Learner Outcomes (SLOs) which have been adapted for our younger children. As children collect stickers, they earn certificates that celebrate their achievements and help them feel proud of their efforts.

## **Consequences**

When children behave in ways that are not okay, teachers gently help them understand what went wrong and talk about how to do better next time. Usually, this is enough for children to learn and move on happily. If the behaviour continues or happens often, we will have a calm conversation with the child and let parents know, so we can all support your child together.

# SETTLING YOUR CHILD INTO EARLY YEARS

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## Before Starting School

Getting your child ready for their first day can help ease any worries they might have. Talk about school with excitement—tell them about singing songs, playing with toys, running in the playground, having snacks, and listening to stories. You can also try doing some of these activities at home, like drawing pictures or reading stories together, to make school feel familiar.

## On the First Day

Every child is different. Some may cry on their first day, while others might be okay at first but find it harder after a few days when they realise school is their new routine. The most important thing is for you to stay calm and positive. Your confidence will help your child feel safe and ready for school.

## Saying Goodbye

Goodbyes can be tough for both you and your child. Keep it short and sweet, and say something like, “Bye-bye! See you later!”

## The Days After

Children settle in at their own pace. Some get comfortable quickly, while others take a little longer. The first few days might be the hardest, and your child may cry more. Keep being positive, remind them of fun activities and teachers, and soon your child will feel happy and start making friends.

## Tips to Help Your Child with Separation Anxiety

- Introduce the teacher: Smile and introduce your child to their teacher. Show your child you trust the teacher so they feel safe.
- Bring a comfort item: Let your child bring a small, special item from home like a family photo or a soft toy to keep in their cubby. Please avoid anything valuable or toy guns.
- Say goodbye properly: Always say goodbye to your child before you leave. Sneaking away can make them feel worried and hurt their trust.
- Hand your child to a teacher: When it's time to leave, give your child to a teacher and say a quick, cheerful goodbye like “Bye-bye, see you later.” Keep goodbyes short so your child feels school is a happy place.

- Stay calm: Your child can feel if you're worried. Being calm and confident helps your child feel safe too.
- Make a goodbye routine: You might wave, blow a kiss, or make a funny face to say goodbye. Doing this every day helps your child know what to expect.
- Be on time to pick up: Especially in the first days, please pick up your child on time. This helps your child feel secure and not left behind.

# SECURITY

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Security guards are on site 24/7 to ensure no unauthorised visitors are allowed to enter the school. All visitors must sign in and pick up a badge at the entry gate identifying them as a visitor. All visitors must sign out and return their badge upon departure. Staff and parents / guardians should wear their Charter photo ID card with them at all times whilst on campus.

Students in Early Years and Key Stages 1 and 2 may only leave school premises when collected by a designated adult with a Charter International School ID card. Please ensure you bring your identity card when collecting your child you will be required to show identification. This is for the safety of your child, so please do not be offended when asked to produce this identification. In the event that the identity card is left at home or misplaced, the person collecting the student will have to fill in a release form and produce some photo identification such as a driving license etc. If the person is someone unfamiliar to school staff and the school has not been previously notified by parents, a phone call to the parents will be necessary in order to release the child.

The main gates to the school are closed during school hours.

# SMOKING AND VAPING

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Smoking is not allowed on campus, this rule applies to all students, parents, staff and visitors alike.

# TUTORING

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Charter International School does not allow its teachers to enter into any private arrangement to teach students currently enrolled in the school. Teaching assistants are allowed to tutor students registered at Charter, but may not tutor the child in the school campus, or tutor a child from the class(es) where they work.

# THAI CULTURE & ENVIRONMENT

The Thai elements of our curriculum hold a very special place in school life. For our Thai students, it's important to stay connected to their own language and cultural heritage. For our non-Thai students, learning about the language and traditions of the country they live in helps deepen their understanding and appreciation of Thai culture.

Throughout the year, we celebrate several important Thai festivals and ceremonies, such as Wai Kru—a day when students show gratitude and respect to their teachers—and Songkran, the joyful Buddhist New Year and water festival held each April. Parents are warmly invited to join us for these events, and on these occasions, you may be encouraged to wear traditional Thai clothing to help make the day even more meaningful and festive.

## UNIFORM

Wearing the school uniform is an important part of helping our students feel a sense of belonging and pride in being part of the Charter community. Uniforms are compulsory on regular school days, except for designated 'non-uniform' days or special occasions.

All required uniform items are available from our school shop. To help prevent lost items, we kindly ask that **all clothing is clearly labelled with your child's name.**

| School Uniform                                                                                                                                                                                                                                                     | PE Kit                                                                                                                                                                                      | Swimming Kit                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Blue dress</li><li>• Blue short trousers</li><li>• Blue shirt</li><li>• White socks</li><li>• Supportive, comfortable and practical shoes</li><li>• School hat</li><li>• Charter school jumper - <i>optional</i></li></ul> | <ul style="list-style-type: none"><li>• Charter PE shirt and shorts</li><li>• White socks</li><li>• Hat - <i>for outside activities</i></li><li>• Trainers</li><li>• Water bottle</li></ul> | <b>KG and Reception only</b> <ul style="list-style-type: none"><li>• Charter swimming suit</li><li>• Towel</li><li>• Goggles</li><li>• Slip on shoes</li><li>• Swimming hat - <i>compulsory for long hair</i></li></ul> |

On PE days students in Early Years can wear their PE kit to school. On swimming days, students come to school wearing their swimming costume underneath their uniform. Students are encouraged to dry and dress themselves independently at the end of swimming lessons and should bring their own towel. Staff are in the changing rooms to assist with changing.

### **Jewellery**

On health and safety grounds we do not allow students to wear large items of jewellery to school. The exceptions to this rule are ear-ring studs in pierced ears, and small objects of religious significance. We ask the students either to remove these objects during PE and swimming, or to cover them with a plaster.

### **Hair**

We kindly ask that students with long hair have it tied back or kept away from their face and eyes to help them focus comfortably on their learning. We also appreciate your support in keeping hair accessories simple and avoiding unnatural hair colours, as this helps us maintain a sense of focus and consistency across the school, ensuring that students can concentrate fully on their learning without unnecessary distractions.

We kindly ask all parents to support our school uniform policy. We appreciate your important role in helping children come to school dressed appropriately and prepared for an active and engaging day of learning.

The school welcomes students from all backgrounds and faith communities. If there are serious reasons, for example religious objections, why parents want their student to wear clothes that differ from the school uniform, the school will look sympathetically at such requests.

Similarly, should an item of school uniform prove problematic for a pupil with disabilities, the parents are invited to draw this to the attention of the Head of School.

## **VISAS**

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It is the parent's / guardian's responsibility to check with the Thai immigration authorities about the current regulations regarding their child's education and residence status in Thailand. If requested, the school's Government Liaison Officer will help parents / guardians with the preparation of documents related to a student's enrolment in school.

Please note that parents / guardians are responsible for all expenses related to each child's immigration / visa status in Thailand.

# TUITION AND FEE

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## **Late Charge**

A penalty will be applied to any late payments. This charge is calculated daily based on a pro-rated rate equivalent to 18% per annum of the annual tuition fee.

## **Damage/Loss Deposit**

This deposit is held to cover any loss of or damage to school property. It will be forfeited if one term's written notice of withdrawal is not provided. If no such losses or damages occur, the deposit will be fully refunded upon the student's official departure from the school.

## **Fee Payment and Enrolment Confirmation**

To confirm continued enrolment for the upcoming academic year, all payments must be completed in accordance with Policy 3.1: Tuition and Fees by the specified deadline. Failure to comply will be considered a decision not to re-enrol, and the school reserves the right to offer the place to another applicant.

# (EXTREME) WEATHER

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At certain times of the year in Thailand it can get very hot. At others the levels of pollution and the air quality are poor. It is neither sensible nor safe to over-exert children under these conditions.

We have an extreme weather policy that limits both the time outside and the types of activities that are appropriate at times of high temperature or poor air quality.

Air Quality is monitored in real time on the school campus and this is checked regularly. If you wish to monitor this yourself, you can do that through this [link](#). In addition, the air conditioning units in all classroom and indoor areas are fitted with 3M Filtrete-Air Cleaning Filters. These remove an even finer level than PM2.5, being able to remove 0.1-micron particles, thus making sure that all air circulated in the classroom is filtered.

# AIR QUALITY INDEX. LEVELS AND GUIDANCE:

Charter uses this [\*\*APP IQAir\*\*](#) to monitor Air Pollution.

| PM2.5 Level<br>( $\mu\text{g}/\text{m}^3$ ) | Category                       | Measures and Guidelines                                                                                                                                                                                                                                                                         |
|---------------------------------------------|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0 - 9                                       | Good                           | <ul style="list-style-type: none"><li>• Normal outdoor activities can proceed without any restrictions</li></ul>                                                                                                                                                                                |
| 10 - 35                                     | Moderate                       | <ul style="list-style-type: none"><li>• Normal activities for most students</li><li>• Outdoor activities time is reduced to 15-minute bursts for sensitive groups.</li></ul>                                                                                                                    |
| 36 - 50                                     | Unhealthy for Sensitive Groups | <ul style="list-style-type: none"><li>• Reduce outdoor activity time for all students to 15-minute bursts</li><li>• Cancel any outdoor activities for sensitive groups.</li></ul>                                                                                                               |
| 51 - 90                                     | Unhealthy                      | <ul style="list-style-type: none"><li>• Limit outdoor activities for all students to a maximum of 15 minutes (KS2 and SEC)</li><li>• Early Years and KS1: Cancel all outdoor activities</li><li>• Sensitive groups stay indoors in air-filtered areas; symptoms are closely monitored</li></ul> |
| 91 +                                        | Very Unhealthy                 | <ul style="list-style-type: none"><li>• Everyone stay indoors</li></ul>                                                                                                                                                                                                                         |



Scan QR code to open **APP IQAir**

# EXTREME HEAT INDEX. LEVELS AND GUIDANCE:

The following procedures use Heat Index readings, not ambient temperature readings. All temperature and humidity readings are taken directly from the '[WeatherBug](#)' App/Website to check the outside temperature and humidity.

| Heat index | School Procedures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| < 27       | Normal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 27-32      | <ul style="list-style-type: none"><li>• The school will provide adequate water supply at all teaching stations.</li><li>• Students take water bottles to and from areas of learning with reminders to refill</li><li>• Staff encourage students to apply sunscreen before school, bring their own if needed, and be reminded by staff to use it before outdoor activities.</li><li>• All EY and Primary students must wear hats for break, lunch, PE lessons.</li><li>• All athletes and students must bring water bottles to training and PE classes.</li><li>• Mandatory regular water breaks</li><li>• Where possible, spend rest periods and direct teaching moments in shade provided around facilities.</li><li>• Students who wish to take a break should do so at any time</li><li>• Staff will monitor students carefully when outside.</li></ul>                                           |
| 33-40      | <ul style="list-style-type: none"><li>• During competitive and training matches, students should be rotated out on a regular basis.</li><li>• Modify training and/or games to allow for regular hydration and rest.</li><li>• Staff will be mindful of those students who present a higher risk of suffering from heat-related illnesses and provide these students opportunities to take a less-active part in the lesson.</li><li>• Staff should brief students of increased heat illness and associated risk.</li><li>• Students showing signs and symptoms of heat-related illness should withdraw from the activity and be escorted to the nurse.</li><li>• Mandatory regular water breaks and rest periods.</li><li>• Lessons take place in shade as much as possible.</li><li>• Early Years have reduced time outside (no more than 25 minutes) and take time to have a water break</li></ul> |
| 41-44      | <b>All actions as per Heat Index Ratings under 41 degrees. Additionally:</b> <ul style="list-style-type: none"><li>• Early Years and Primary: Low intensity (non-energetic) outside activities - play in the shade</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 45+        | <b>All actions as per Heat Index Ratings under 44 degrees</b> <ul style="list-style-type: none"><li>• Early Years and Primary: All activities move indoors, including PE lessons, outdoor learning, morning break, lunchtime play and ECAs</li><li>• All Secondary Students: Outside activities with high physical exertion should be moved to shaded areas or indoors including PE lessons, outdoor learning, morning break, lunchtime play and ECAs. Maximum duration of exposure in this temperature is one hour with a water break every 5 minutes. In shaded areas, water breaks every 15 minutes.</li></ul>                                                                                                                                                                                                                                                                                    |

# CONTACT US

| Name                            | Position                               | Email address                   |
|---------------------------------|----------------------------------------|---------------------------------|
| Mr. Neil Elrick                 | Head of School                         | nelrick@charter.ac.th           |
| Ms. Julie Kelly                 | Head of Primary                        | jkelly@charter.ac.th            |
| Mr. Thomas Brown                | Assistant Head of Primary              | tbrown@charter.ac.th            |
| Ms. Marizon Chotirawe           | Nursery Teacher                        | mchotirawe@charter.ac.th        |
| Ms. Laarni Victores             | Kindergarten V Teacher                 | lvictores@charter.ac.th         |
| Mr. James (Jim) Neil            | Kindergarten N Teacher                 | jneil@charter.ac.th             |
| Ms. Janet McDonald              | Reception M Teacher & EYFS Coordinator | jmcdonald@charter.ac.th         |
| Ms. Taylor Trice                | Reception T Teacher                    | ttrice@charter.ac.th            |
| Ms. Air                         | Primary Music Teacher                  | ppermpoon@charter.ac.th         |
| Nurse Noo Dee                   | School Nurse                           | nurse@charter.ac.th             |
| Ms. Sairung Thawthaisong (Rung) | Primary Librarian                      | primary_librarian@charter.ac.th |
| Ms. Tum                         | TLA - Nursery                          | asanmang@charter.ac.th          |
| Ms. Ya                          | TLA - Nursery                          | pphuengkusol@charter.ac.th      |
| Ms. Joy                         | TLA - KG V                             | japarecio@charter.ac.th         |
| Ms. Mink                        | TLA - KG V                             | tseelookwa@charter.ac.th        |
| Ms. Fon                         | TLA - KG N                             | aareeprachakun@charter.ac.th    |
| Ms. Regina                      | TLA - KG N                             | rcaguco@charter.ac.th           |
| Ms. Nice                        | TLA - REC M                            | jrosario@charter.ac.th          |
| Ms. Neptune                     | TLA - REC M                            | ksrithong@charter.ac.th         |
| Ms. Mercy                       | TLA - REC T                            | mquerijero@charter.ac.th        |
| Ms.Ma                           | TLA - REC T                            | psonjaidee@charter.ac.th        |

# CONTACT US

| Name       | Position                            | Ext. | Email address                        |
|------------|-------------------------------------|------|--------------------------------------|
| Ms. Golf   | Data Protection Officer             | 127  | dpo@charter.ac.th                    |
| Ms. Nat    | Finance Manager                     | 119  | financemanager@charter.ac.th         |
| Mr. Benz   | Finance Manager Assistant           | 117  | accountant@charter.ac.th             |
| Ms. Kant   | Accounting Officer                  | 118  | accounting@charter.ac.th             |
| Ms. Nan    | Government Liaison Officer          | 124  | gov_liaison@charter.ac.th            |
| Ms. Reo    | HR/Government Liaison Manager       | 124  | hrmanager@charter.ac.th              |
| Ms. Aui    | Admissions Manager                  | 122  | admissions@charter.ac.th             |
| Ms. Nick   | Data and Digital Engagement Officer | 125  | data_digitalengagement@charter.ac.th |
| Ms. Honey  | Executive Secretary                 | 128  | secretary@charter.ac.th              |
| Ms. Claire | Receptionist/School Secretary       | 0    | receptionist@charter.ac.th           |
| Mr. Joey   | Network Manager                     | 165  | it_support@charter.ac.th             |
| Mr. Bank   | IT Suport Officer                   | 165  | it_officer@charter.ac.th             |
| Ms. Aui    | Purchasing Manager                  | 144  | purchasing@charter.ac.th             |
| Ms. Aoi    | Facilities Manager                  | 130  | facilities_manager@charter.ac.th     |
| Ms. Enfant | Media Creator                       | 212  | media_creator@charter.ac.th          |
| Ms. Oom    | Admissions Officer                  | 122  | admissions_officer@charter.ac.th     |

**School phone:** 02-726 8283-4

**Reception:** 085-376-0006

**Finance department:** 084-6967450

**Admissions:** 063-082 1098

# RAISING CONCERNS AND COMPLAINTS

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At Charter International School, we are committed to providing high-quality education in a safe and supportive environment. We value open communication with families and welcome feedback that helps us continue to improve.

If you have a concern or complaint, we encourage you to raise it as early as possible. Most issues can be resolved informally by communicating with your child's teacher or the relevant staff member.

If the matter remains unresolved or is more serious, you may submit a written complaint to the Head of Primary or Head of Secondary. The school will investigate and respond in a timely and respectful manner.

In cases involving serious concerns (such as mistreatment, discrimination, or unresolved issues), complaints may be escalated to the Head of School. If the issue is not resolved after all internal school channels have been followed, it may then be referred to the School Board.

Our full Complaint Policy is available upon request and includes clear procedures for each stage. All complaints are handled confidentially and in the best interests of the student.

We are here to listen, support, and work together with you for the success and well-being of every child.