



Home–School Agreement

Academic Year 2026/27

Shared expectations for school, families and students



HOME–SCHOOL AGREEMENT

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A shared commitment

At TPIS, we believe children achieve their best when school, home and student work together. This agreement creates a common understanding of the standards, responsibilities and expectations that support a safe, respectful, inclusive and successful school community.

Why we have a Home–School Agreement

The agreement is designed to encourage consistency, equality and fairness in matters relating to school life. It summarises the key expectations that sit across TPIS policies and procedures while keeping the best interests, learning and wellbeing of each child at the centre of decision-making.

RESPECT • RESPONSIBILITY • KINDNESS • INTEGRITY • RESILIENCE

Our partnership

TPIS WILL

Provide a safe, inclusive and ambitious learning environment; teach with high expectations; apply procedures fairly; communicate professionally; and safeguard every child.

FAMILIES WILL

Support attendance, learning and school expectations; share relevant information; communicate respectfully; and work constructively with staff in the best interests of their child.

STUDENTS WILL

Live the TPIS values; participate positively in learning; respect people and property; take responsibility for choices; ask for help; and represent TPIS positively.

Important

This agreement is a concise summary. Full published TPIS and ISP policies contain detailed procedures and take precedence where additional guidance is required.

Being Ready to Learn

1. Attendance and punctuality

Every day in school matters. Students are expected to attend regularly, arrive on time and be ready to learn. TPIS monitors patterns of absence and lateness and will work with families where attendance becomes a concern.

TPIS will

- Maintain accurate attendance records.
- Consider medical, wellbeing and safeguarding circumstances.
- Contact families when patterns of absence or lateness cause concern.

Families & students will

- Notify school promptly of absence and the reason.
- Avoid unnecessary term-time absence and advise planned absence in advance.
- Arrive punctually and follow Reception procedures when late.

2. Behaviour, relationships and respect

Positive relationships are the foundation of behaviour and wellbeing at TPIS. Expectations are developmentally appropriate and applied consistently. When things go wrong, our approach is restorative: reflect, repair harm, restore relationships and re-engage with learning.

TPIS will

- Recognise positive behaviour, effort and contribution.
- Apply expectations consistently, proportionately and fairly.
- Work with parents and support teams when behaviour may indicate an additional need or safeguarding concern.

Families & students will

- Reinforce respectful behaviour and the TPIS values.
- Support reasonable consequences and restorative actions.
- Never bully, discriminate, harass or deliberately place others at risk.

3. Learning, homework and academic responsibility

TPIS aims to develop confident, compassionate and capable learners. Home learning should strengthen classroom learning, build independence and help students develop positive study habits.

TPIS will

- Provide purposeful, appropriately challenging learning.
- Use assessment and feedback to identify progress and next steps.
- Provide scaffolding, support and challenge according to student need.

Families & students will

- Provide reasonable time and space for home learning.
- Encourage reading, curiosity, independence and good study habits.
- Complete work honestly, meet reasonable deadlines and ask for help when needed.

Academic integrity

Students must submit work that genuinely represents their own knowledge and understanding. Support from adults, peers, online resources or AI must not become completion of the work on the student's behalf.

Digital responsibility

4. IT, online safety and acceptable use

Technology is an important part of learning at TPIS. School accounts, devices, networks and online platforms must be used safely, respectfully and primarily for approved learning and school activities.

- Keep passwords and personal information secure; never access another person's account.
- Communicate respectfully online and respect privacy, copyright and intellectual property.
- Do not access, create, store or share harmful, offensive, discriminatory, sexual or otherwise inappropriate material.
- Do not use technology to bully, harass, impersonate, embarrass or deliberately disrupt another person.
- Report cyberbullying, unsafe communication, grooming, harmful content or inappropriate image-sharing to a trusted adult.

School safeguarding applies online

Online behaviour may become a TPIS safeguarding or behaviour matter where it affects the safety, welfare, relationships or learning of TPIS students, including where the behaviour takes place away from school.

5. Bring Your Own Device (BYOD)

Families will

- Provide a device that meets the current published requirements for participating year groups.
- Support reasonable security, updates and maintenance.
- Encourage responsible use and appropriate care of the device.

Students will

- Bring the device charged and ready for learning.
- Use it only when directed or permitted and only through approved accounts/platforms.
- Never bypass filtering, security or access restrictions; take reasonable care of their own and others' property.

Misuse may result in temporary or longer-term restrictions on device use and action under the Behaviour or Safeguarding procedures.

6. AI (Artificial Intelligence) and emerging technology

AI may support learning when used appropriately. Students must follow teacher guidance, acknowledge use where required and must not use AI or other tools to misrepresent their own knowledge or understanding. Students may be asked to explain how work was produced.

7. Photography, video and media consent

TPIS celebrates learning, achievement and school life through photographs, video and other media. Student images will be handled in accordance with safeguarding and data-protection expectations, and official images will be captured and stored using approved systems and equipment.

Consent is separate

Signing the Home–School Agreement does not itself give blanket permission for the public use of a child's image. Photographic/media permissions are recorded as explicit consent choices on the acknowledgement page and may be reviewed or changed by parents through the school.

Belonging, safety and community

8. Communication and conduct

TPIS will

- Communicate professionally, clearly and respectfully.
- Aim to acknowledge routine parent emails within one working day and normally provide a full response within two working days.
- Use calls or meetings for serious safeguarding, welfare or complex concerns.

Families will

- Use approved communication channels and raise concerns with the appropriate member of staff.
- Communicate calmly and respectfully and protect the confidentiality of other students and families.
- Follow appropriate escalation routes rather than confronting another child or family directly.

9. Uniform and presentation

School uniforms are compulsory and supports identity, belonging and pride. Students should wear the correct uniform smartly, use the designated PE uniform for PE, and follow instructions regarding footwear, jewellery and hair, as these may change due to context, location or activity. The appropriate full or PE uniform will be required to be worn on educational visits unless otherwise directed.

10. Educational trips, visits, sport and activities

TPIS will

- Plan visits appropriately and complete all required risk assessments.
- Provide suitable supervision, safeguarding arrangements and relevant information to families.

Families & students will

- Return consent and requested information by the stated deadline.
- Provide accurate medical, dietary and emergency information and required equipment/documentation.
- Follow staff instructions and TPIS behaviour expectations whenever representing the school.

11. Inclusion and individual needs

TPIS is a needs-led, not label-led school. Support responds to the learner in front of us and may include adaptive teaching, targeted support, reasonable adjustments and collaboration with specialists. Parents are partners in this process and should share relevant educational, medical or professional information, attend review meetings where requested and support agreed strategies where possible.

12. Safeguarding, health, site safety and student collection

Safeguarding is everyone's responsibility. TPIS will act when information suggests that a child may be at risk or require additional support. Families must keep emergency contacts and authorised collection information current, follow Reception/School site access procedures and cooperate with safeguarding and emergency arrangements.

- Students may leave campus only through approved dismissal or early-release procedures.
- Parents and visitors must follow sign-in, identification and access requirements.
- During fire, lockdown, reverse evacuation or other incidents, families must follow official school instructions and avoid actions that could compromise student safety or accountability.

Our shared standard

We may not always agree immediately, but we will work from the same principles: the child's best interests, respectful communication, consistent expectations, proportional responses and a commitment to solving problems together.



TARA PATTANA
INTERNATIONAL SCHOOL THAILAND

