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Introduction

Welcome to our Primary Parent and Student Handbook. We've tried to include as much information as possible about our school, our routines and guidelines to help you understand how we live and operate at the primary campus each day. We have listened to feedback that people have given us about communication and we hope that you find this handbook useful to read, refer to or just dip into from time to time.

We regularly revise and update school policies and procedures, therefore the content of this handbook will undoubtedly change throughout the year and we'll let you know about significant changes.

You can help by letting us know about anything that is unclear, wrong, missing or surprising in this handbook, as this will help us to make sure it is relevant to the needs of parents and students.

Please remember that there is a lot of information on our website, such as calendars, copies of letters to parents, contact details, newsletters and so on, so there is a plethora of information you can turn to throughout the school year.

Of course, this handbook is not a replacement for face to face communication, and we are always available to meet and discuss anything with you. Please do get in touch with us at any time of the school year.

The Primary Senior Leadership Team

Starting at BISS

ORIENTATION DAY

We have two orientation days just before the start of the Autumn Term. The dates are published in the key dates calendar, as well as on the website. We also write to all new parents with the detailed arrangements. For students joining us at other times of the year we make individual orientation arrangements.

These are an opportunity for parents and students to come in to meet the staff who will be working most closely with them, to look around the school, to ask any questions, arrange bus routes, sort out uniform, organise lunch cards, meet other people – students, parents and staff – and generally get prepared for the start of term.

One caution: our staff tend to be very busy on these days. We are delighted to talk to as many people as possible – that's our aim, but if you need a long discussion about something specific, it is probably best to make a separate appointment, so we can make sure we have time to talk with you properly. You'll be able to meet other new parents, and there will also be some of our existing parents there who will talk to you about our Parent Teacher Association.

Students don't need to wear uniform for the orientation days – any sensible clothes are fine.

If you are unable to attend the orientation days, please let us know and we'll make other arrangements to see you and make sure that you are ready to start.

BUDDIES FOR NEW STUDENTS

New students are each assigned buddies. These are existing students in the same class who will guide the new student around the school for the first few days and help them to settle in. This will include making sure that new students get to classes, are looked after at break and lunchtimes, and start to make friends and settle in socially.

THE FIRST DAY

We want to help you understand a little bit more about what your child's first day at primary school will be like. It might feel a little daunting at first, but there is no need to worry. We will make sure they know all the important places to go, such as their classroom, the dining hall and the playground and, of course, we will help them to make new friends.

Students will arrive at school either on the school bus or with their parents at approximately 8.20am. Before the morning bell at 8:25, the class teachers will come onto the playground and hold up their class sign. The returning children know where to line up and so new students can join their line if they feel confident to do so. There will be lots of staff in the playground to meet and support you but if you are confused about where to go, please come to the Primary Reception and we will look after you. Parents are able to go to the uniform shop and to the dining hall to arrange payment for lunches.

A teacher will take the students to their new class and introduce them to their classmates and new teacher. The class teacher will also have assigned each student a buddy who will help our new students to settle in during the week and will keep them company at break times. Their buddy may be someone who speaks the same language as them, therefore, if they are learning English, they will be able to help them understand what the teacher and pupils are saying.

During the day new students will go on a tour of the school, being shown important places such as the dining hall, the toilets, the playground and the Nurse's office. They will also be introduced to people around the school such as the Nurse, the Librarian and some of the specialist teachers who may teach them Music, PE and Language lessons.

At break time and lunchtime the buddies will make sure new students meet lots of people and help them to make friends. They will also show them what to do in the dining hall and how to get their lunch.

At the end of the day, if students are going home on a school bus, they will be taken to their bus. The bus monitor then checks that they have put their seat belt on. The bus monitor will make sure the students meet their parents or carers once they get off the bus.

If students are being collected from school by parents, ays or drivers, then they will be taken to the foyer at the main entrance of the school, where they will wait with some of our teachers. For safety and security reasons, parents, drivers and ays must wait outside. Once the student sees the person collecting them, they can tell the teacher and then be able to go outside and meet them.

We try to ensure that our new students all enjoy their first day at school and that they are excited about being a pupil at The British International School, Shanghai.

MAKING A FAST START

We assess all students when they arrive – either on their first few days or just beforehand. This helps us to understand their academic needs a little more, and generally to make sure that they make a fast start. It is really important that you tell us everything that might possibly be helpful to know about your children. We look forward to getting to know them well, but information you give us can help to make their start as smooth as it can be.

If your children have any specific educational needs, or if there is something else that would help us to help them, then please let us know. We can support children in particular areas of the curriculum that can help students make an easy adjustment. If your children have had any assessment by an educational psychologist or other specialist, please bring these with you or better still send them to us ahead of time.

DEALING WITH GAPS IN WORK

Students join us from many different schools, countries and continents. Inevitably there are some discrepancies between the topics and subjects they have previously studied and those that students already with us have been working on. In practice, most of these are relatively minor and are not worth worrying about. Children joining us in Early Years Cubs receive a very personalised curriculum therefore teachers are able to provide individual children with the skills they need to develop. Throughout Key Stage 1 and Key Stage 2, many of the key skills are revisited and built upon each year, which means that any gaps are addressed in the normal course of teaching.

SETTLING-IN REPORTS

We send settling in reports about 4 weeks after students start. These are written by the class teacher, and are intended to reassure parents that their children have started well. If any problems arise we contact parents about them, rather than wait to put them in a written report!

CLASSES

When your child is enrolled in school he/she will be allocated a year group according to age. Only in very exceptional circumstances will a child be placed in a class outwith the appropriate age group. Usually the child stays with that class, however, there are times when children's classes have to be reorganised due to a change in circumstances within the school. This may happen at the end, or occasionally during the year.

Staff who know the children well, work hard to re-allocate children to classes. They consider a variety of factors to make up the classes such as gender, nationality, language levels, optimum learning groups, friendships etc. Although change can be challenging for some children, our teachers are experienced in settling them and quickly to get to know the children and create a new class team. We ask that parents support this process by discussing the change positively with their child as a challenge and a resilience building opportunity. If there are concerns, please work with the new class teacher for several weeks and if matters do not improve, please contact a member of the leadership team.

Our Staff

CLASS TEACHERS

A primary student spends the majority of the school day with their class teacher and as a result strong relationships are formed between teacher and student and the class as a whole. A class teacher's role is central in both caring for students and, crucially, monitoring their progress both academically and socially; encouraging involvement, commitment, and high standards of work and behaviour.

Our class teachers encourage high standards of work, behaviour and dress in students, and liaise with other members of staff over referred behavioural problems. They look to reward achievements positively and implement, where necessary, appropriate sanctions.

Throughout the academic school year, class teachers monitor and review their students' current progress across the curriculum, specifically the core subjects of Literacy, Mathematics and Science. They collect and analyse data each term, setting targets to inform each student's next steps in their learning. Parents are kept fully involved regarding students' progress, including curriculum related or behavioural concerns.

HEAD OF YEAR

Each year group is overseen and led by a year leader. They are responsible for the welfare and academic progress of the students within the year group. They are also responsible for his or her team of class teachers and as a team they plan the teaching and learning that will take place in the year group each week. Parents are encouraged to stay in close contact with their son or daughter's class teacher and year leader.

Year leaders for 2016-2017 are:

Pre-Nursery & Nursery: Mrs Natalie Walker (n-walker@bisspuxi.com)

Reception: Ms Emma Lunt (e-lunt@bisspuxi.com)

Year 1: Ms Sarah Rawson (s-rawson@bisspuxi.com)

Year 2: Mr Nick Jones (n-jones@bisspuxi.com)

Year 3: Ms Emma Wakelin (e-wakelin@bisspuxi.com)

Year 4: Mr Shaun Rhodes (s-rhodes@bisspuxi.com)

Year 5: Mr Dean Clayden (d-clayden@bisspuxi.com)

Year 6: Mr Simon Fisher (s-fisher@bisspuxi.com)

SENIOR LEADERSHIP TEAM

Under the general direction of the Principal and Vice-Principal, the primary school is run by its leadership team.

Head of Primary: Ms Eleanor Jess (e-jess@bisspuxi.com)

Deputy Head of Primary: Ms Sam Rae (s-rae@bisspuxi.com)

Head of Early Years: Ms Elizabeth Peacock (e-peacock@bisspuxi.com)

Head of Key Stage 1: Mrs Ruth Hanson (r-hanson@bisspuxi.com)
Head of Lower Key Stage 2: Ms Alex Martinez (a-martinez@bisspuxi.com)
Head of Upper Key Stage 2: Mrs Beth Westwood (b-westwood@bisspuxi.com)

SUPPORT STAFF

We have an extensive team of support staff who help to ensure that the teaching and learning programme can run as effectively as possible. Full details are on our website. People you may need to contact directly include:

Receptionist: Ms Joyce Wang (jo-wang@bisspuxi.com)
Primary Secretary: Ms Violet Zhu (v-zhu@bisspuxi.com)
PA to Head of Primary: Ms Amentine Yang (a-yang@bisspuxi.com)

They should be able to help or to arrange for you to speak with the right person for your query.

SPECIALIST SUBJECT LEADERS

Some elements of the primary curriculum are delivered by specialist teachers who ensure the content of each subject is delivered appropriately and consistently in each year group. It is also their role to ensure there is appropriate progression of the subject as it is taught from year to year and from one key stage to the next. You may wish to speak to or meet with one of our specialist subject leaders if you have queries about a specific area of the curriculum.

Mandarin: Ms Maggie Dai (m-dai@bisspuxi.com)
EAL: Mrs Sarah Reynolds (s-reynolds@bisspuxi.com)
MFL: Ms Fiona McConnon (f-mcconnon@bisspuxi.com)
Music: Miss Charlotte Rakowski (c-rakowski@bisspuxi.com)
PE and Games: Mr Jonathan Fudge (j-fudge@bisspuxi.com)

PRIMARY TEACHERS

A full list of primary teachers is posted on the school website. Please choose Staff -> Primary Teachers from the menu at the top. This includes brief biographies of all our teaching staff as well as contact details.

Student Welfare

We are in no doubt that everybody learns best when they feel healthy, happy and safe.

There are a lot of different people and systems in place in school to help to make sure that the children and young adults in our community are able to make the most of the opportunities around them.

A team of adults work to ensure that all our students are looked after, this includes our class teachers, year leaders, specialist teachers, school nurses, caterers, administrative staff, senior management and many others.

CHILD PROTECTION

We take our child protection responsibilities very seriously. We have a formal policy for child protection, which parents may see on request.

We aim:

- to treat all our students with respect;
- to provide a safe environment for children to learn in;
- to establish what actions the school can take to ensure that children remain safe, at home as well as at school;
- to raise the awareness of all staff to these issues, and to define their roles and responsibilities in reporting possible cases of abuse;
- to identify children who are suffering, or likely to suffer, significant harm;
- to ensure effective communication between all staff on child protection issues;
- to set down the correct procedures for those who encounter any issue of child protection.

Please contact us for further details.

SAFEGUARDING POLICY

We aim to make children happy and secure in their environment so that they may grow socially, emotionally, intellectually and morally. The health, safety and well-being of all our children are of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school.

In our school we respect our children. The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves.

Our teaching of personal, social and health education and citizenship, as part of the National Curriculum, helps to develop appropriate attitudes in our children and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them.

Our policy applies to all staff, and volunteers working in the school. There are six main elements to our policy:

- Raising awareness of child protection issues with staff and equipping children with the skills needed to keep them safe.

- Ensuring we practice safer recruitment by checking the suitability of prospective staff and volunteers to work with children.
- Training and supporting our staff to equip them to appropriately recognise, respond to and support children who are vulnerable and may be in need of safeguarding.
- Implement and review regularly, in the light of experience, our procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

PARENTAL SUPERVISION

We accept children and young people into the school on the basis that there is an appropriate regime of parental supervision at home, and that students are staying with parents or other responsible adults. It is important that we are kept aware of any changes in family circumstances and supervision at home, even if this is only temporary. In particular, we must have up to date contact details of someone with parental responsibility at all times. Please talk to us about any difficulties with this.

ANTI-BULLYING POLICY

We are committed to providing a warm, caring and safe environment for all our children so that they can learn and play in a relaxed and secure environment. Bullying of any kind is unacceptable and will not be tolerated in our school.

What is bullying?

The school has adopted the following collaborative definition of bullying which is our shared understanding of what bullying is:

Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is repeated over a period of time and it is very difficult for the victims to defend themselves (remember STOP – it happens Several Times On Purpose). Bullying is mean and results in worry, fear, pain and distress to the victim/s.

Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation
- Verbal: name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone
- Physical: pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things
- Racist: racial taunts, graffiti, gestures, making fun of culture and religion
- Sexual: unwanted physical contact or sexually abusive or sexist comments
- Homophobic: because of/or focusing on the issue of sexuality
- Online/cyber: setting up 'hate websites' sending offensive text messages, emails and abusing the victims via their mobile phones

- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose (STOP). Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

PSHCE

It is our aim to develop pupils into well balanced, young citizens, who are equipped with life skills for the future. It is vital that pupils learn how to communicate effectively with a variety of people, as well as show awareness and respect for the diverse cultures and beliefs of others. They need to be able to understand how to manage changes and emotions, as well as recognise causes and effects of behaviour. This knowledge, skills and understanding is developed during many cross-curricular activities, but most distinctively during Personal, Social, Health, Citizenship Education lessons.

During each academic year, all pupils will explore specific topics which progress throughout the various stages of the primary school.

Children will be taught personal skills, such as how to:

- Be more independent, confident and mature
- Recognise their own achievements and mistakes
- Share their views and discuss what is fair and unfair, what is right and wrong
- Set themselves goals and try to achieve them
- Keep themselves safe and healthy as they grow

Children will also learn social skills:

- They think about how the choices they make affect other people and the environment
- They consider the different groups in society and how to get on with them
- They think about how and why rules are made.

Health Care

PRIMARY SCHOOL CLINIC

We have a well-equipped clinic on the ground floor of the primary campus, staffed by a qualified nurse. The clinic is accessible to students whenever the school is open, although they need permission from teachers to leave lessons (other than in an emergency).

SCHOOL NURSE

Our fully qualified school nurses provide a friendly, efficient and professional service to all pupils and staff who need medical attention at school.

Parents and guardians are welcome to contact the nurse at any time concerning the health and welfare of a student. The nurse will liaise closely with parents in the event of their son or daughter's health causing concern. Parents are requested to let us know if there are going to be significant events that impact on a student's life taking place, so that the student can be given extra support during this time.

VISITING THE NURSE DURING LESSONS AND BREAKTIMES

If students feel that they need to visit the school nurse during lesson time, they should ask permission from their teacher, who may wish to ask them about the nature of their illness before granting permission. Students may visit the school nurse at break times by asking the relevant teacher on duty for a 'permission pass'.

MEDICAL CONFIDENTIALITY

Parents and students need to be aware that the school nurse has a responsibility to share with senior managers any concerns that she has about students' physical or emotional wellbeing. The nurse will not keep secrets for students.

FIRST AID

The school nurse deals with day to day matters such as cuts and bruises, and those children who feel unwell whilst at school. Many of our teachers and other staff have completed an internationally certified first aid course and can administer first aid until more qualified help arrives.

SERIOUS INCIDENTS

In the unlikely event of a more serious incident occurring at school, parents will be telephoned and, if necessary, they will be asked to meet their child and the School Nurse at the SOS clinic at a nearby hospital, normally Shanghai United Family. Parents who would like to nominate another hospital, to which their child would be taken in an emergency, can do so by contacting the nurse. Payment for any treatment is the responsibility of the parent. For this reason, parents must ensure that we hold up to date details of medical insurance.

GOING HOME ILL DURING THE DAY

Students do, of course, occasionally become ill during the day. Where the school nurse feels that a student needs to go home, parents will be contacted and arrangements will be made for the student to return home. How students get home will be agreed with parents. We do not allow students to make their own decision to go home ill.

INFECTIOUS/CONTAGIOUS CONDITIONS

Parents should inform the school immediately if their children have an infectious illness or condition, for example: pink eye, head lice, chicken pox, german measles, ringworm, or hand foot and mouth. This allows us to ensure that we protect the health of our whole community. Where we have a reported case of an infectious illness, parents will be informed by a sticker in your child's communication book or letter and appropriate actions will be taken to avoid spread. Information sheets for most childhood illness are available on our school website.

(<http://www.nordangliaeducation.com/our-schools/shanghai/puxi/our-students/wellbeing/medical-care>)

HEAD LICE

Head lice have been making a nuisance of themselves for thousands of years and unfortunately, from time to time, we have cases here at BISS. Head lice are wingless insects and because they can't survive the cold, they cling to our hair, keeping close to the warmth of our heads, feeding from the blood in the scalp. Head lice are very irritating and can cause your child's head to itch. Contrary to popular belief, they do not jump and do not spread disease. Your child's hair can be long, short, straight, curly, light, dark, clean or dirty – head lice aren't fussy where they live. Having head lice has nothing to do with good or bad personal hygiene and there is nothing to be embarrassed or ashamed about having head lice. As children spend so much time playing and learning together, it is very easy for head lice to spread when heads come in contact, so sleepovers, after-school activities, playing with friends and visiting family are also common places for children, and adults, to pick them up and pass them on. Here at BISS, staff are always very vigilant and although school is a place where they may often be passed from one child to another, it is also important that parents are vigilant outside of school. Where a case is identified in school, the nurse sensitively informs the parents of the individual and the child can be taken home for treatment. A sticker will be put in communication books to advise you if headlice are present in your child's class. Information is also available on our website.

(<http://www.nordangliaeducation.com/our-schools/shanghai/puxi/our-students/wellbeing/medical-care>). We ask that children with hair of shoulder length or longer should have their hair tied back at school at all times as this helps to stop the potential spread of head lice.

MEDICINE AT SCHOOL

Medicines will only be given in school in special circumstances and must be clearly labelled with a student's name, and the required dosage and frequency. Such medication should be brought to the school nurse, where parents will be asked to sign a consent form to confirm the details. Students may not administer their own medicine.

ALLERGIES AND OTHER MEDICAL CONDITIONS

Please advise us of any changes in your child's medical status, particularly when there is an allergy to materials or food. The school nurse is happy to talk with you about this at any time.

Promoting Good Behaviour

We aim to promote an environment in which everyone feels happy, safe and secure. Students learn good behaviour as a life skill and we expect every member of the school community to behave in a considerate way and learn values appropriate to a courteous and caring society. We help our students grow in a safe and secure environment, and to become positive and responsible members of the global community.

BEHAVIOUR AND SOCIAL GRACES

At the heart of our school welfare programme is our belief in the importance of what we call “behaviour and social graces”, BSG for short. We place a high priority on students’ behaviour and set aside time to teach them about the importance of good manners and proper social conduct.

The list of good behaviours and social graces was created in consultation with our students.

BEHAVIOUR POLICIES

Our behaviour policies are designed to support the way in which all members of the school community can work together in a supportive and caring way. Our students learn positive behaviour as a life skill.

ADDRESSING MEMBERS OF STAFF

We pride ourselves on being a friendly environment, and we believe that we build good relationships between staff and students. There are important professional boundaries, however, and a certain amount of formality is necessary to maintain appropriate relationships.

Students should address members of staff using their title and name. We expect this courtesy to be extended to all of our staff, not just teachers.

PUNCTUALITY AND ORGANISATION

It is a basic expectation that students will arrive on time and with the required items to all lessons, as well as morning registration. This helps to ensure that all students make the maximum use of their learning time. Students are also reminded of the importance of going promptly to their bus at the end of the school day to avoid delaying or inconveniencing others.

BEHAVIOUR OUTSIDE SCHOOL

We expect students to maintain high standards outside school too. In particular we are concerned about any behaviour that will reflect badly on us as a school and community. We will treat any instance of poor behaviour that occurs whilst students are wearing school uniform or otherwise recognisable as members of the British International School as a school disciplinary issue, and we ask for the support of parents in this.

In general, if we become aware of any of our students behaving poorly or irresponsibly in the community we will inform parents, so that they have the information they need to help steer the right path with their children as they grow older.

REWARDING SUCCESS

We look to celebrate success, and our teachers are always on the look out to ‘catch students doing things well’. We like informal praise, where teachers look to find opportunities to praise students every day as part of their normal classroom practice. We praise and reward children for good behaviour in a variety of ways:

GOLDEN TIME

Golden Time is given to each child at the beginning of each week in an allocation of 30 minutes. The purpose of Golden Time is to celebrate those children who have behaved well all week. If a child chooses not to follow the Golden Rules then the teacher removes some of their Golden Time. The time taken will depend on the severity of the child’s behaviour. On the very rare occasions where a child’s behaviour is deemed unacceptable it may be necessary for them to go to the appropriate Key Stage Leader. If a child has lost some Golden Time they will only be allowed to join in their chosen activity once they have sat out for the allocated time they have lost.

HOUSE POINTS

A house point system operates in school where pupils are rewarded for academic achievement, contribution to extra-curricular activities, model behaviour and kind deeds. House points are recorded in house charts kept in each classroom. Class teachers monitor the total number of house points awarded to each child in the class. House totals are then collated each week and are announced and celebrated in weekly assemblies.

STAR PUPILS

Each week a Star Pupil is selected from each class for special mention at Assembly. They receive a certificate and their particular achievement, which may be relating to learning, positive attitude or behaviour, is celebrated. They also get to take the ‘class lion’ home for the week, a soft toy which is a special and valued symbol of their success.

PRINCIPAL’S COMMENDATIONS

Any student in the school may receive a Principal’s Commendation.

Students may be recommended for a Principal’s Commendation by members of staff at any time, for outstanding performance in any of the following ways:

- a top quality piece of work in a subject area;
- outstanding effort or improvement;
- high level performance or contribution in sports, music or ECAs;
- a selfless act of good citizenship or contribution to the school community;
- anything else determined by the Principal to be worthy of a commendation.

Students receive a certificate, presented by the Principal.

Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own. We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until he or she calms down, and is able to work sensibly again with others. If problems do occur in the classroom they are best handled at that level. Likewise discipline problems outside the classroom are best handled at source by the staff taking the relevant activity or by the member of staff on duty.

If a child's behaviour is causing on-going concern, they may be sent to the Key Stage Leader or to the Head of Primary, however these should be exceptional cases requiring investigation, counselling or appropriate sanctions. This route should not be considered the normal means of solving routine behavioural matters and we will always work closely with parents where there are concerns about a child's behaviour.

Examples of behaviours considered to be negative;

- Physical and verbal abuse
- Bad/inappropriate language
- Stealing
- Racist behaviour
- Bullying
- Vandalism

SUSPENSIONS

There are serious negative behaviours that will require a suspension, even for a first offence. These include, but are not limited to, theft, physical violence, significant disruption to learning and similar issues.

Students may be given a suspension lasting one or more days. This can happen because of repeated behaviour or for a one off incident of serious negative behaviour. The student's parents are invited to come to school to talk about how the student can be supported and how further negative behaviour can be avoided.

Suspensions are given by the Head of Primary and the Principal.

FIXED TERM OR PERMANENT EXCLUSIONS

This power resides with the Principal. It may result from a single major incident, or as a result of an accumulation of serious offences, for which other steps have been exhausted.

In these cases it is essential that the School has 'evidence', hence the importance of having a detailed record of transgressions via the Red Book and incident forms.

The Principal may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Principal may exclude a child permanently. It is also possible

for the Principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. All Principal's detentions and fixed term and permanent exclusions will be recorded in the record of serious breaches of school rules.

ADDITIONAL SANCTIONS

Interim Reports

These will be circulated at the discretion of the primary leadership team, normally in response to staff or parental concern. Appropriate action will be taken in the light of the comments on the report.

Academic/Behavioural Reports

These will be conducted as appropriate and will usually cover individuals or groups of pupils. They involve the close monitoring of pupils lesson by lesson and are usually undertaken in association with parents who sign the report each day. The report is administered by the class teacher and year leader.

Internal Exclusion

There is a procedure in place for withdrawing pupils from their classes and having lessons in a separate room under the supervision of the Head of Key Stage or Head of Primary. Exclusion from their peers at break and lunchtimes could also be applied, but this approach would only be used in exceptional cases. In such situations we would ensure good communication with parents to inform them about the actions we are taking and the rationale for these actions.

Communication Between School & Home

We inform parents via termly reports how their children are doing in school. There are also opportunities to visit school and meet the staff on parent-teacher conference days and evenings. Parents do not need to wait for an official opportunity to meet with teachers or the head of school, but can make an appointment to come into school. The email addresses of all of our teachers are available on the school website.

COMMUNICATION WITH PARENTS

We believe that success at school is built on a partnership between students, parents and us. We try to keep primary parents as fully informed as possible in a variety of ways.

Please do get in touch with us about anything you like. The section below should help you to work out who to contact, although contacting anyone should work, as we'll put you in touch with the right person.

WHO TO CONTACT

You are, of course, welcome to get in touch with anyone here, but we suggest that the best people for you to contact initially are:

Class Teacher

For general issues or questions about your son or daughter's academic progress or welfare, please e-mail the class teacher in the first instance. He or she will help to make sure that the right people are then involved.

Receptionist

Please contact the receptionist if your son or daughter is absent from school. This helps us to avoid disturbing you unnecessarily.

Ms Joyce Wang (jo-wang@bisspuxi.com)

T: +86 21 5226 3211 x 1501

PA to the Head of Primary

Please phone the PA to the Head of Primary if you'd like to talk to the Head of Primary, Ms Eleanor Jess, or if you'd like to make an appointment to come in and see her. You can also email her directly via e-jess@bisspuxi.com

PA to Head of Primary: Ms Amentine Yang (a-yang@bisspuxi.com)

T: +86 21 5226 3211 x 1661

PA to the Vice Principal

Please phone the PA to the Vice Principal if you'd like to talk to the Vice Principal, Ms Niki Meehan, or if you'd like to make an appointment to come in and see her. She is responsible for all aspects of the academic programme at the school. You can also email her directly via n-meehan@bisspuxi.com

Ms June Yao, PA to the Vice Principal

E: j-yao@bisspuxi.com T: +86 21 5226 3211 x 1823

PA to the Principal

Please phone the PA to the Principal if you'd like to talk to the Principal, Mr Kevin Foyle, or if you'd like to make an appointment to come in and see him. You can also email him directly via principal-puxi@bisspuxi.com

Mrs Catherine Sharman, PA to the Principal

E: c-sharman@bisspuxi.com T: +86 21 5226 3211 x 1881

KEEPING US INFORMED

Parents are asked to keep the school informed of any changes that may occur to their home or telephone contact details. We will use this information to update the details held within our database.

HOME SCHOOL COMMUNICATION BOOK

All students are given a home school communication book which they are expected to take responsibility for. They use it to record all homework assignments and any other important information.

Students are expected to bring their communication books to school every day and should make sure it is available in every lesson. Communication books are used by staff to write messages, and therefore students should be in a position to give their communication book to any member of staff who asks for it. We expect students to keep them neat and tidy and free from graffiti and decoration.

Teachers and parents will communicate with each other by writing in a student's communication book. This is an important record for both parents and teachers, so students must not remove any pages from their books.

Each week, we ask that parents should check and sign the home school communication book. Class teachers will also check and sign student's communication books planners each week and will follow up any issues raised in them.

PARENT TEACHER CONFERENCES

Parent Teacher Consultation days are held twice each year for the whole school. During these meetings, teachers will discuss with parents the academic progress of pupils as well as personal and social matters. Dates are published in the school calendar.

Parents need not wait, of course, for an official opportunity to meet with teachers, but are kindly requested to make an appointment in advance. Email is usually the best method, via the relevant class teacher. This will avoid disappointment if a member of staff is not available and will prevent any disruption to the teaching day.

Parents who wish to meet with the Principal, Vice-Principal or Head of Primary should contact them directly either by telephone or email, using the details on the website or in this handbook.

Parents can make the most of parent teacher consultation days by:

- spending some time with their children before the day discussing their strengths, weaknesses and any problems at school
- making a list of questions to ask teachers about their children's work, how children get along with classmates and their general attitude toward school
- being prepared to listen when meeting teachers, even to criticism of children's work, organisation or behaviour
- asking questions, especially if they don't understand or agree with something
- seeking to take away from the meeting some positive steps that parents, students and teachers can take to help make future progress.

NEWSLETTERS

We produce a weekly newsletter to help keep the whole community in touch with news and events at school. Parents (and other friends and relatives) can subscribe from our website, through News and Events - > Our Newsletters. It's also possible to download copies of the newsletter from the website, but we strongly encourage parents to subscribe to the e-mail service. This means newsletter highlights and a link to the full version arrive automatically each week.

We sometimes also use the subscription service to send out important information about last minute changes to our routine.

CLASS NEWS

Weekly Class News is written by the Year Group to outline the learning in different curricular areas and some vocabulary that will be covered in the next week. This gives parents an opportunity to discuss the classroom experience with their children. Important messages are also included for upcoming events. Class News can be accessed from the website by

<http://www.nordangliaeducation.com/our-schools/shanghai/puxi/news-and-insights/our-class-news>

OUR WEBSITE

We maintain an up to date and, we hope, lively and interesting website. It lives at www.bisspuxi.com. It actually runs from four different servers in different parts of the world, so anyone can get it quickly and easily in Europe, the US and other parts of the world. We hope parents will introduce family and friends to it, so that they can get a flavour of what our students are doing.

We encourage parents to read the news articles, daily blogs and look at the photo galleries to keep in touch with what students have been doing. We also encourage parents to use it as a source of information.

All letters sent home are also loaded on to the website in case they get lost somewhere, and, in general, we try to make sure it is a complete repository of any information parents might need. Please contact us if there is information missing and we'll make sure it's fixed or added.

LETTERS TO PARENTS

We write to parents at various times through the year for all sorts of different reasons. For example, we write to highlight activities taking place in school, to give information about trips, to explain about changes in routine, to ask about music lessons, or about special events.

These letters are sent home with students. Please encourage your son or daughter to get into the habit of keeping them safe and handing them to you. We place copies of all letters we send home on the website at News and Events -> Letters to Parents, so you can always download a copy from there if a letter didn't make it home or has disappeared for any reason.

TRIPS AND ACTIVITIES

We run a number of trips each year to local museums, villages and other places of educational interest. We also have many sporting and music activities that take place off-site. In advance of any trip, we will give you lots of information to explain the arrangements for the trip and of course will always be happy to answer any questions that you have. For trips outside of Shanghai or involving overnight stays, we will ask you to complete a specific permission slip and return it to school.

SHARING PERSONAL DATA

We hold information about parents and students in paper files and on our computer system. This is kept within our organisation, in other words we don't share your contact details with outside agencies without asking you explicitly, except as described below. We will pass student names, genders and dates of birth, and parents' names and email contact details to a student's room parent. The room parent will use this to get in touch with all the parents in a class group and keep them in touch with each other socially. You will have the opportunity to say that you don't wish to participate (although we'd encourage you to join in) or to give different contact details at this point.

TEACHING STAFF CONTACT DETAILS

Up to date contact details for teaching staff are available on the website, from the staff menu.

EMAIL

Teachers will e-mail parents directly from time to time. Teachers are happy to receive communication from parents and will respond as promptly as possible, taking account of their teaching schedules and working hours.

Academic Work at School and Home

ABOUT THE UK NATIONAL CURRICULUM

We follow the UK National Curriculum, used by over 30 000 schools in England, Wales and overseas. This brings reassurance to parents and stability to students, important when moving between countries.

The National Curriculum is used by British schools in the UK and around the world to ensure that teaching and learning is balanced and consistent. It sets out the stages and core subjects that children in schools in the UK will be taught during their time at school. Children aged five to 16 in 'maintained' or state schools must be taught the National Curriculum. We follow the National Curriculum closely in most areas because it provides enormous benefits to us through its structure, planning and resources. We do, however, make some changes to ensure it is suitable for international students. This way, we believe that students get the best of both worlds.

The National Curriculum framework sets out:

- the subjects taught
- the knowledge, skills and understanding required in each subject
- standards or attainment targets in each subject - teachers can use these to measure your child's progress and plan the next steps in their learning
- how children's progress is assessed and reported

Within the framework of the National Curriculum, schools are free to plan and organise teaching and learning in the way that best meets the needs of their students.

The National Curriculum is organised into blocks of years called 'Key Stages'. In the primary school these are Key Stage 1 and Key Stage 2. Our youngest students follow the Early Years Foundation Stage (EYFS). We follow the guidance from the UK and allocate children to year groups according to their date of birth.

Birthday during the school year (approx.)	Year	Key Stage (KS)
2-3	Pre-Nursery**	Early Years Foundation Stage (EYFS)
4	Nursery	
5	Reception	
6	Year 1	KS1
7	Year 2	
8	Year 3	KS2
9	Year 4	
10	Year 5	
11	Year 6	

** Pre-Nursery

Children in Pre-Nursery may be taught in that year group for up to two years depending on their date of birth. However, this does not mean that the children are repeating a year. Learning experiences are planned and personalised to meet individual needs and interests. We carefully monitor the progress of the older Pre-Nursery children and continue to have high expectations of their learning.

OUR CURRICULUM

Our school recognises that successful curriculum needs to promote the four aspects of achievement, which are:

- The ability to express oneself in oral and written form and, where appropriate, to remember facts accurately and use them constructively;
- The ability to apply knowledge through practical tasks, problem solving, investigation skills, and through the use of oral and written language;
- The development of personal and social skills, such as the ability to work with others and to be able to take on a leadership role within a group;
- The ability to develop confidence that comes with self-discipline and the commitment to learn and persevere even when tasks seem difficult.

The belief is that, in order to be successful learners, children need a positive image of themselves, to have control over their own learning and achieve a level of autonomy appropriate to their development.

The aim is to ensure that children are involved in first and second-hand experiences and everyone seeks to learn with and from the children so that all can change in the light of that experience. Furthermore, it is to develop individuality rather than conformity to encourage curiosity and critical thinking; to instil respect for each other and the world in which we live.

Indeed, our concern is for the whole child, cognitively, socially and emotionally and to provide a moral framework within which children can make decisions and judgements.

We see the education of the children as one of partnership between parents, children and teaching and support staff.

ASSESSMENT

Class teachers get to know your child and their learning needs through daily interaction. They are continuously assessing your child's understanding, through discussion, questioning and marking their work. Occasionally they will use formal assessments to check progress. Children in Y1-6 have an Individual Learning Record (ILRs) in Reading, Writing, Maths and Science. ILRs indicate the learning your child will experience throughout the year and give an indication of their progress as the year progresses. These are shared with you at key times in the year, but are available at any time on request.

GROUPINGS

Within the class children are often grouped together with other children with whom they learn best. The groupings allow teachers to differentiate the curriculum which means that teaching can be planned to

best meet the different needs in the class. These groupings can be different for the various curricular areas and are regularly reviewed and changed to ensure the best learning. Similarly children can be grouped with children from other classes in the year group.

HOMEWORK

Homework is distributed to pupils in KS1 and KS2. For EYFS children there is no formal homework, however, reading/picture books, key words to practise and practical projects with parents may take place. The amount of homework given out depends on the age the children and class teachers will ensure that students and parents understand the expectations and how to best manage homework tasks.

Homework is usually be a consolidation of previous work or the topic for that week and is not be a completely new concept. For example, for home research on a topic, children can be taught research skills first and the objective of the research should be very clear. The objective for the homework and an example of the method is usually written on every home work.

All homework is issued on a Wednesday and returned the following Monday, although children may return it earlier in the week.

All pupils have a communication book in which the homework is recorded, either by them, by the teacher, or by the learning assistant and in which parents and teachers make any relevant comments. Pupils may from time to time mark their own homework, where this is appropriate. Peer marking may also take place.

Work on the NAE Global Campus can also form additional homework for Year 4, 5 and 6 students which students access independently. Children may access some of the many activities from Global Campus at home at any time by using their individual log ins. This is a wonderful resource that links our international family of schools.

Websites can be a very useful resource for homework.

SUPPORTING YOUR CHILD AT HOME

Homework

Homework is a really important part of learning. It allows students to go over the work they have been studying at school, to help them to make sense of it in their own way and to help them practise the techniques and skills they have learned. Parents also have the opportunity to find out what has been learned in class and support their children' s learning. Taking and interest in your child' s homework is a positive way to encourage your child to become a motivated and confident learner. Most importantly find a time when the child is feeling fresh and not tired so they can give their best effort.

We'd like you to keep an eye on the time they spend on their homework. Please make sure they spend roughly the right time on homework; it is a fine balance to ensure they do not rush it, but at the same time they should not spend hours trying to complete it, particularly if they are finding something difficult. Please let the class teacher know if your child' s homework is too easy or too difficult and they will be able to adjust it accordingly.

Reading

Good readers make good learners. Children who enjoy reading, and who think of themselves as readers, are more likely to do well at school.

When we talk about reading, we're talking about more than story books. As your child moves up through primary school, he or she will be learning how to read and understand instructions, letters, magazines, information books and even websites. By Key Stage 2, children are not just learning how to make sense of the words on the page, they are learning how to make sense of the ideas they are reading about. Through reading, they are beginning to discover the world around them.

If children are confident readers, they will not only do well in reading and writing tasks, they will be able to understand what is being taught in every other subject: science, history, geography and even maths.

By helping your child to see that reading is fun, you are helping your child to become a keen and confident reader.

Below, you will find a few tips on how to encourage your child to read at home.

- Read aloud to your child. Even children as old as twelve enjoy the experience of a parent or loved one reading aloud to them. You may have read to your children when they were very little: get back into the habit and it's something you will both enjoy. It's a great opportunity for you and your child to talk, to be close and share a few laughs.
- Encourage your child to read aloud to you. Be positive and patient about your child's reading - even when they are being very slow or are struggling. The most important thing you can do to support your child's reading is to offer encouragement and patience.
- Make sure your child has a cosy, comfortable place in which to read: somewhere with no noisy distractions - and no television.
- Help your child to choose books that he or she will find really interesting. If your child loves Star Trek, choose a science fiction novel. If he or she is a football fanatic, find a book, poem, comic or magazine which is all about their favourite sport. Do you know the name of your child's favourite author? It's time to find out.
- Make sure there are plenty of books at home. Borrow them free of charge from the school library or from your local public library; buy second-hand books from charity shops and car boot sales; give your child a book on birthdays.
- Don't worry if your child wants to read the same book over and over again, or if your child chooses a book which seems to be too easy or too young for him or her. The most important thing is that your child enjoys reading. Children will move on to more difficult books when they are ready.
- If English is not the language your family speaks at home, enjoy sharing books written in your home language.
- Ask your child about what he or she is reading at school. Encourage your child to talk about books they've enjoyed at school, and if your child has to do some reading as homework, encourage him or her to read aloud to you and to talk to you about the characters and ideas that come up in the book.

Sleep

Please help your sons or daughters to get enough sleep. Medical advice tends to be for nine hours sleep per night, so anyone going to bed after 10pm is unlikely to be in the best shape to focus on their school work the next day.

Computer games, exercise and other stimulating activities are better earlier in the evenings, and it is better for sleep if students eat a sensible meal early in the evening.

Changing sleep patterns by spending too long in bed and going to bed late at the weekends makes it difficult for the body to adjust back for Monday mornings.

Activities Beyond the Classroom

SNACKS AND LUNCHESES

A snack of fruit or, sometimes a cake, is provided for children at break time and then throughout the day if available.

Lunches are provided for all children and can be paid in both dining halls. Menus are designed to offer variety and a healthy, balanced diet. Children bring water in their water bottles to drink. There is a choice of main meal, vegetarian meal, sandwich or salad bar, and children make their choice in the morning with their class teacher. They are encouraged to socialise with their friends and show manners and consideration when at the table.

Parents are encouraged to contact the class teacher if they have any concerns over their child's eating and staff will support them. Packed lunches may only be brought to school if there are health issues.

A medical certificate from a doctor needs to be provided. Any packed lunches brought to school should offer a healthy, balanced diet

OUR ECA PROGRAMME

Students benefit by being involved in activities. It helps them to increase their social skills and make and maintain friends with like interests. Our ECA programme gives students opportunities to learn, build skills and have fun new experiences outside the normal classroom environment. There are lots of ECAs to choose from, including sports, arts and other creative and academic clubs.

Students don't have to do an ECA, although we encourage everyone to do at least one. We find that students who do a mixture of ECAs in areas that they already enjoy and ones that are new to them get the most out of the programme. Juggling activities with schoolwork typically helps students to learn skills which are important later in life with time management and balance of responsibilities. There are positive emotional and physical health benefits from ECA involvement, and confidence levels increase when children participate in activities they enjoy.

Most ECAs take place after school from Monday to Thursday. Unless otherwise stated on the programme, ECAs run from 3.30pm to 4.30pm. Sports teams may run until 5.30pm or later.

ECAs led by BISS staff members are normally free of charge. ECAs that are led by external coaches are chargeable and these are identified on the programme by the name BISCAP (British International School Community Activity Programme). You can sign up for ECAs and BISCAPs on the school website <http://www.nordangliaeducation.com/our-schools/shanghai/puxi/learning/extra-curricular-activities> link to website.

There are a number of ECA buses available free of charge, although the service is limited in scope.

Information about routes is published with the ECA programme at the start of each term.

Sports teams are run on a trial and selection basis. Anyone with an interest is welcome to try out for a team, but it's normally a good idea for a student to sign up for a second choice ECA on the same day, just in case a student doesn't meet the selection criteria. Students who are part of a sports team must sign

up for all of the team practices on the programme for that sport, and, of course, commit to attending weekend and evening matches.

Signing up for an ECA is a commitment to attending it for the whole of the term, so students need to think carefully about their choices. We ask parents to talk with their children about their choices, and to make sure that students are able to make appropriate travel arrangements and meet weekend commitments where appropriate.

Students choose ECAs by completing the ECA signup form online. Some ECAs are very popular and are often oversubscribed, so it can be a good idea to select a first and second choice ECA for each slot. We try to give everyone their first choice ECA whenever possible.

A confirmation letter is given to the children to confirm their place before the ECAs begin. Students who do sign up online by the deadline may not get their ECA of choice.

EDUCATIONAL VISITS

Learning outside the classroom is an important part of our students' development. We are very fortunate to have access to unique resources and outstanding opportunities in our part of the world.

Students enjoy a variety of carefully planned educational visits, linked to their work in class, and we also welcome many visitors to school to conduct workshops and other activities. Full risk assessments ensure that even the most exciting and challenging activities are completely safe.

PERFORMING ARTS

We believe in challenging children to achieve more than they thought they could, and music, art, dance and drama are wonderful opportunities to bring out the best in students.

Many children opt to have individual voice or instrumental lessons each week, and frequent concerts through the year give them the chance to take what they have practised and present it to an appreciative audience. From first tentative notes at a year group assembly to an accomplished rendition at a gala concert, children grow and thrive through these opportunities to perform.

Our talented artists have opportunities throughout the year, including involvement with set design. We really see them shine when we highlight their work at our annual art exhibition. Whatever their artistic leanings and talents, we encourage everyone to be involved: the arts are a wonderful medium for personal development.

INDIVIDUAL MUSIC LESSONS

We offer students individual music lessons in a range of instruments, including voice. These weekly lessons are arranged during the school day, and rotated so that students do not miss the same academic lesson repeatedly.

Full details will be sent out to parents early in the term, but parents are welcome to contact the Head of Whole School Music, Ms Charlotte Rakowski (c-rakowski@bisspuxi.com) for more details at any point.

Lessons are taught by an experienced team of peripatetic music teachers, who also support the students as they perform in concerts and musical showcases through the year. There is an additional charge for these lessons.

ABRSM MUSIC GRADES

Students are offered the opportunity to study for and be examined in the scheme run by the Associated Board of the Royal Schools of Music in the UK. This is probably the best known and respected music examinations authority in the world. Based in the UK, the ABRSM works in 90 countries and examines over 600,000 students annually. More information on the ABRSM can be found at www.abrsm.org

Students who are taking one-on-one lessons with one of our visiting music teachers as part of the Individual Music Programme will also be given the option of enrolling to sit an ABRSM exam on their instrument. The 'instrument' can be voice. We will agree an appropriate grade level with parents, and will make the necessary arrangements to enter students. The examination fees are the responsibility of parents. Students who take lessons at home, outside the school's Individual Music Programme are also very welcome to register for an exam through us, and should contact the Head of Whole School Music.

PLAYS, CONCERTS AND PERFORMANCES

During the course of the year, there are a range of opportunities for students to take part in plays, concerts and other performances. Some of these are based on ECAs, others on music and drama lessons, and others are available for students to audition and sign up for.

We hope very much that everyone has the right opportunities to shine. Please get in touch if you'd like to discuss what's available to your son or daughter.

Getting To and From School

ARRIVAL AND DEPARTURE PROCEDURES

The Morning Routine – Years 1-6

The school bell rings each morning at 8.25am. At this time, all the children's class teachers will come down to the front playground to collect their classes. We advise parents bringing their children to school that they should not arrive until 8.20am, to avoid any unnecessary waiting in the playground.

We ask that parents of KS1 and KS2 children not take their children directly to the classroom but support each child's independence by having them line up with their class and saying goodbye to parents in the playground. We know that this can initially be tricky for some children (and their parents) so please speak to the teacher if you have concerns and we will support you and your child.

Parents entering the school building should first check in at the reception desk so we can help you meet with the correct people.

Early Years Foundation Stage (EYFS)

From 8.20am, parents of children in Pre Nursery, Nursery and Reception are able to take their children directly to their classroom. Please do not come in any earlier than this as class teachers are often in meetings before this time and may not always be available in their classrooms.

Children in Key Stage 1 (Y1 and Y2) and Key Stage 2 (Years 3 to 6)

All children are to congregate on the front playground and when they hear the bell ring, should line up in their class groups. Children should not enter the school building before this time, unless they have permission from a member of teaching staff.

Wet Weather

In wet weather children should come directly into the school building and go straight to their classroom independently. Parents should not accompany their child to the classroom.

Late Arrivals

Any children arriving after 8.40am should go to the Reception Desk and sign in via the 'Late Book'. This will enable us to update the class registers as necessary. For children arriving on school buses, late arrivals will be recorded by the bus monitor.

End of day routine

The end of the school day for our children is 3.30pm and children should not be collected before this time unless a prior arrangement has been made with the class teacher.

Children who go home on school buses

The majority of our pupils go home on a school bus. At the end of the school day the children up to Y4 will be taken to their buses by their class teacher or learning assistant. Year 5/6 may go independently to the buses after the first week.

Children who are collected from school

Pre Nursery and Nursery

Parents of Pre Nursery and Nursery children (or the person responsible for collecting them) should wait outside the 'saloon room' doors on the main front playground. At 3.30pm the children are released by the teacher, one at a time, directly to the person collecting them, via the 'saloon room' external doors.

Reception

Parents of Reception children (or the person responsible for collecting them), should wait outside the main Early Years foyer external doors, on the main front playground. At 3.25pm a member of staff will open the doors and parents can then enter the Early Years foyer area. At 3.30pm the children are released by the teacher, one at a time, directly to the person collecting them, from each classroom.

Key Stage 1 (Y1 and Y2)

Parents of Key Stage 1 children (or the person responsible for collecting them) should wait at the front of the main building. At 3.30pm, the children are escorted by a member of staff to the main Primary foyer area. There will be two members of staff supervising the children and at 3.30pm they will allow the children to leave through the main entrance once they have seen the adult responsible for them in the playground. If a child is not collected, they will remain in the foyer under supervision until we are able to contact a parent or guardian.

Lower Key Stage 2 (Y3 and Y4)

Parents of Lower Key Stage 2 children (or the person responsible for collecting them) should wait at the front of the main building. At 3.30pm, the children make their own way to the main Primary foyer area. There will be two members of staff supervising the children and at 3.30pm they will allow the children to leave through the main entrance once they have seen the adult responsible for them in the playground. If a child is not collected, they will remain in the foyer under supervision until we are able to contact a parent or guardian.

Upper Key Stage 2 (Y5 and Y6)

Children in Years 5 and 6 are allowed to leave the school building directly from their classroom and will exit the side of the building near the bike shed and running track. From here, children meeting a parent can walk across to the playground to meet them, or alternatively can collect their bicycle and leave via the far gate.

Extra-Curricular Activities (ECAs)

Children who attend ECAs will go to their chosen activity at 3.30pm. The same dismissal procedure as mentioned above will take place at 4.30pm when all ECAs finish. There will be no change to this routine in wet weather.

SCHOOL BUSES

The school buses are an extension of school and the same high expectations are still in place for all the pupils using them. There is often a wide range of ages present on a bus and the older children, especially, need to take care of how they behave and what they choose to talk about.

Each bus has a Bus Monitor to supervise the children and to ensure that behaviour/safety is acceptable.

If there are problems with a student on the bus then the following procedures will be applied:

- First time – a warning;
- Second time – a second warning and a bus report given to the class teacher, who will speak to the child about their behaviour and the consequences of their actions;
- Third time – a bus report given to the class teacher and contact with the parents.

Role of the Bus Monitor:

- The buses must have a Bus Monitor.
- The Bus Monitor ensures that all the correct children leave school on the correct bus.
- The Bus Monitor ensures that all children wear seat-belts and remain seated throughout the journey.
- The Bus Monitor carries a mobile telephone and will contact parents if there is any delay to the service on either the outward or return journey.
- The Bus Monitor will attempt to contact parents if the child is not waiting at the bus stop as expected, but the bus will wait only 2 minutes before leaving.
- If there is a problem with a student's behaviour on the bus, the Bus Monitor will point out the problem to the child and request that it stops. It is expected that students will conform to the request.
- If students do not respond, the Bus Monitor will report the incident to the Bus Co-ordinator, who in turn will report this to senior members of the teaching staff so they can follow this up.

BUS RULES

- Be polite and respectful to the driver and bus monitor and follow all instructions given to me by them. Remain seated for the whole journey and I will not change seats once the journey has started.
- Wear a seatbelt at all times.
- Act responsibly and avoid doing anything that might distract the bus driver. Avoid making too much noise by shouting or talking loudly.
- Be polite to fellow pupils, pedestrians and other road users.
- Respect other people's property including the bus itself.
- Arrive on time at my bus stop in the morning and go promptly to my bus at the end of the school day with my bus teacher.
- Remember to take all of my possessions with me when I get off the bus.

TRAVELLING BY CAR

Students who travel by car must ensure that they are on time for school in the morning, and that their car is available to pick them up at the appropriate time at the end of the day.

There is no facility for students to arrive before 8.10am or to stay beyond 4.40pm (4pm on Fridays) other than as part of a scheduled school event.

PARKING, DROPPING OFF AND PICKING UP

We have a great many children entering and leaving the school at the beginnings and ends of the day.

Drivers must follow the instructions given by school staff about where to drive and where to park. We hope that we won't have any difficulties with cars, but we'll contact parents if we do have any cause for concern about a particular driver.

BICYCLES

We care about the safety of our students and so we have a number of conditions that we need students and parents to understand and agree to before they may cycle to school. We'd like to encourage students to cycle to school, as part of a healthy, balanced lifestyle and we'd also like to encourage safe cycling habits. Students will be given permission to cycle to school provided that they have the written consent of their parents and they:

- use a bicycle which is maintained to a safe standard;
- have front and rear lights fitted for journeys in the dark;
- ride with care and attention for their own safety;
- ride with consideration towards other road users and pedestrians;
- wear a helmet whilst riding;
- do not carry any passengers;
- push, rather than ride, their bicycle whilst on the school site;
- park in the designated area of the campus;
- are regularly punctual to school in the morning.

Any breach of these conditions is likely to lead to us withdrawing permission.

We provide places for students to park bicycles, but we can't be responsible for the security of the bicycles while it is parked during the school day. We strongly encourage students to use good quality locks.

Copies of the student consent form may be downloaded from the website at School Life -> Daily Routine.

TRAVELLING BY TAXI

We think that travelling to and from school by taxi is not appropriate for younger students. Older students too may benefit from the structure of travelling on the school bus or being dropped off by parents. If you think your child needs to travel to school regularly by taxi (rather than for one off journey) please contact their Year Leader to discuss.

Attendance and Absences

We believe strongly in the importance for students of attendance at school and we work closely with parents to ensure that students maintain high attendance rates, so that they can maximise their academic progress. Absence is disruptive for both the absent student and for their classmates. The guidance here is designed to promote academic progress and student safety.

To keep parents informed, on each of a student's reports, we will provide information about attendance, using the following scale:

- 98 - 100% Excellent attendance
- 95 - 98% Good attendance
- 90 - 95% Satisfactory attendance
- Under 90% Cause for concern

TERM DATES

We publish term dates well in advance on our Key Dates sheet. This may be found on the website.

UNAVOIDABLE LAST MINUTE ABSENCE

For those times when your children are unavoidably absent from school, please contact our receptionist, Ms Joyce Wang, by email or phone, before 9am on each day of absence. The contact details for this are as follows:

T: 5226 3211 ext. 1501 E: jo-wang@bisspuxi.com

When a child returns to school after an infectious illness they should visit the School Nurse on arrival to ensure they are no longer contagious.

HOLIDAYS DURING TERM TIME

The school year is carefully planned and very busy so we would be grateful for you not arranging any holidays during term time. This tends to be disruptive to all students' education. In exceptional circumstances, it may be possible for the Head of Primary to approve a holiday. Please contact the Head of Primary directly by e-mail. e-jess@bisspuxi.com

REQUESTS FOR ABSENCE IN ADVANCE

When possible, we ask that regular medical and other routine appointments take place outside of school hours. Where this is not possible to arrange, please contact a student's class teacher to notify us of a future absence. Contact details for class teachers may be found on the school website.

We recognise that on some special occasions it may be necessary for students to be absent from school for a day or more. If you wish to ask about a special leave of absence, please contact the Head of Primary via her PA, by email or phone:

T: 5226 3211 ext 1661 E: a-yang@bisspuxi.com

FOLLOWING UP ABSENCES

We follow up all unexplained absences as a priority at the start of the school day. It is important that we can contact you during the school day should we need to. Please ensure that we always have up to date contact information for an adult in Shanghai who is responsible for the welfare of your child. You can update these details at any time by contacting Joyce Wang, by email or phone:

T: 5226 3211 ext. 1501 E: jo-wang@bisspuxi.com

Rules and Routines

STRUCTURE OF THE SCHOOL DAY

The timings for the school day are set out below. We expect students travelling independently to arrive at school in time to be in their class at 8.25am.

Years 3 & 4

8.25 am Registration and form time
8.50 am Lesson 1
9.45 am Lesson 2
10.40 am Break time
11.00 am Lesson 3
11.55 pm Lesson 4
12.50 pm Lunchtime
1.45 pm Lesson 5
2.40 pm Lesson 6
3.30 pm School finishes
3.35 pm ECAs start
3.40 pm Normal buses depart
4.35 pm ECAs finish
4.40 pm ECA buses depart

Years 1, 2, 5&6

8.25 am Registration and form time
8.50 am Lesson 1
9.45 am Lesson 2
10.40 am Break time
11.00 am Lesson 3
11.55 pm Lesson 4A
12.20 pm Lunchtime
1.20 pm Lesson 4B
1.45 pm Lesson 5
2.40 pm Lesson 6
3.30 pm School finishes
3.35 pm ECAs start
3.40 pm Normal buses depart
4.35 pm ECAs finish
4.40 pm ECA buses depart

Students may not arrive before 8.10am or stay beyond 4.40pm (4pm on Fridays) other than as part of a scheduled school event.

WET BREAKS

During break times or lunchtimes when it is raining, students will be asked to have their free time in their class room, rather than outside.

MOVING AROUND THE SCHOOL

Students are asked to walk on the right hand side of corridors and stairs in order to ease the flow of traffic and ensure that everyone can move around school safely. When students arrive at a classroom, they should line up quietly outside it: students should not normally enter a classroom unless the supervising teacher is present and has invited them to do so.

ACCESS TO THE SECONDARY SCHOOL

The secondary and primary campuses are connected by an internal walkway. Students visiting the secondary school should use this, rather than leaving the campus and re-entering by the secondary gate.

FIRES AND OTHER EMERGENCIES

Evacuation procedures are published separately. Regular fire drills are held.

The school's Health and Safety Officer is Mrs Ruth Hanson (r-hanson@bisspuxi.com), and parents are welcome to contact him with any questions or concerns.

The school is inspected annually by Nord Anglia Education's Health and Safety Manager, to ensure that all our procedures are appropriate and up to date.

AREAS THAT ARE OUT OF BOUNDS

In general the campus is open to students whenever the school is in session. There are a few areas where students are not permitted. These include:

- the staffroom
- staff work preparation rooms
- staff and visitor toilets
- offices, unless there is a member of staff present
- utility areas e.g. storerooms
- any area with a 'Do not enter' sign

LEAVING THE SCHOOL DURING THE SCHOOL DAY

Students are not normally allowed to leave the school independently during the school day. Exceptions may be made for medical and other unavoidable appointments by prior arrangements with parents. Children should be signed out at Reception.

FRIENDS VISITING SCHOOL

We receive many requests for friends, some of them former students, to visit school for one or more days, or for part of a day, with our current students. This is a difficult issue for us, as, whilst we do not want to seem unfriendly, having extra people in class is more disruptive to learning than it might possibly appear at first glance.

We do not, therefore, allow visitors to attend lessons during the school day in normal circumstances (other than for Visitors Day below). If parents believe that there are exceptional reasons that apply in the particular case of a friend of their son or daughter, they should contact the Head of Primary in plenty of time to discuss them.

Visitors (both former students and friends of current students) may, by prior agreement with the Head of Primary, come to visit the school with a current student during lunch time. This gives them an opportunity to join with our community in an appropriate social atmosphere. This must be arranged in advance, however, as this gives us the opportunity to arrange visitors passes and make sure that there are no special events that would make such a visit difficult.

All visitors to school must be appropriately dressed. Our students are in formal dress, and we expect visitors to respect this. Smart casual clothes, not jeans, are expected as a minimum standard.

BIRTHDAYS

We recognise that birthdays are important milestones and that students generally like to celebrate their birthday with friends. That being said, birthday celebrations during the school day can be disruptive to learning, despite everyone's best intentions. With that in mind, we like birthday celebrations during class time to be limited to Golden Time on a Friday. If your child would like to bring birthday cake to school for their friends, please discuss this at least a week in advance with their class teacher; this helps to ensure that our class teachers can adapt any activities ahead of time.

We're always delighted to see students wearing 'It's My Birthday' or '7 Today' badges in school on their birthday, especially as it gives everyone an opportunity to wish someone a very Happy Birthday.

School is not however a place for a birthday party and we do ask that parents do not send in birthday bags or treats to share with their peers. We also do not allow balloons, clowns, magicians etc. to come into school for birthday celebrations. This approach allows us to ensure that everyone is equal, there is no competition to produce the best birthday celebrations, and no disappointments when children may be left out.

BRINGING MONEY AND VALUABLE ITEMS TO SCHOOL

We strongly encourage students not to bring valuable items or significant amounts of money to school. There is normally no reason for a student to need money at school. Your support in encouraging your son or daughter not to bring money into school is greatly appreciated. We will try to recover lost valuables and cash, although in practice this is difficult and students are

responsible for any loss of these items. If your child is required to bring money to school, information will be shared with parents in advance about payment details.

MOBILE PHONES , IPODS & IPADS

We understand that parents feel reassured when they are able to contact their children during the school day. At the same time, we know that mobile phones, iPods and iPads can be a distraction from learning. When parents need to contact their children during the school day, they may call the school receptionist at either the primary or secondary school. The receptionist will make sure that students receive all messages from parents. Parents should not call or text their child's mobile phone during the school day. If students need to contact their parents from school, they may use the phone at the reception desk on both the primary and secondary campuses.

Y5 and Y6 have been issued with an iPad (mini) by the school for educational purposes which they are responsible for, and bring with them to school on a daily basis. Apart from that students may bring mobile phones, iPods and iPads to school to listen to on the bus but they are not normally allowed to be used in school. They should be switched off and placed in bags before leaving buses or cars.

LOST PROPERTY

Students should report any lost items to their class teacher as soon as possible. It is much harder for us to track down any missing item if there is a delay in reporting the loss.

We'll do our best to track down any missing valuable items as a matter of urgency. You should expect your son or daughter's class teacher or year leader to be in touch with you about valuable items within 48 hours, whether or not we've been successful in finding them.

Lost items of clothing are placed in two 'Lost Property' cupboards placed around the school. One is in a cupboard opposite the Staff Room, the other is in Early Years at the bottom of the stairs leading to Key Stage 1. Students are able to go and check the cupboards for lost items during breaktimes and lunchtimes. To avoid items of clothing becoming lost, we encourage all parents to ensure their children's clothes are clearly labeled.

What to Wear

SCHOOL UNIFORM

Uniform is important to us – it provides a sense of community and cohesion among the student body, and it helps to prevent ‘competitive dressing’. It helps to develop good habits, and, as part of this, we expect to arrive at school every day in clean clothes, worn in a tidy manner.

We expect students to wear their uniform to the highest standard throughout the day.

We don’t want someone’s day to start badly with an unnecessary conversation with staff about what they are wearing, so we ask for parents help in making sure that all students are wearing the right uniform.

School uniform should be worn properly during journeys to or from school.

One thing to note, please: ‘hoodies’ (pull-over or zip-up style) may not be worn to, from or at school at any time other than on specified non-uniform days.

Uniform can be bought in the uniform shop, located in our Primary Campus.

LABELLING CLOTHES

All clothes worn to school (uniform and non-uniform items) should be clearly labelled on the inside of the item with the student’s name.

PRE-NURSERY AND NURSERY

Children are required to wear the school cubs T-shirt to school each day.

PE and Swimming

As for Reception children below, however, children may wear any shorts, T-shirt, sweatshirt, and training shoes.

RECEPTION

Summer (girls)

- Cubs shirt or polo shirt, grey skirt
- Blue and white gingham dress
- Plain white ankle length socks (no sports socks)
- Sun hat or baseball cap for break times

Summer (boys)

- Cubs shirt or polo shirt, grey shorts
- Plain black or dark grey socks
- Sun cap or baseball cap for break times

Winter (girls)

- Cubs shirt or polo shirt, grey skirt or trousers, navy jumper
- Polo shirt, grey pinafore, navy cardigan
- Plain black or dark grey socks (knee high or ankle length)
- Plain black or dark grey tights
- Dark coloured winter coat

Winter (boys)

- Cubs shirt or polo shirt, grey trousers, navy jumper
- Plain black or dark grey socks
- Dark coloured winter coat

PE and swimming kit (boys and girls)

- PE T-shirt, black shorts, PE trousers, PE fleece, training shoes
- Swim suit (one piece for girls)
- Swimming trunks (no long beach shorts)
- Swimming cap

The PE fleece can also be worn as an additional outer layer.

KEYSTAGE 1 AND 2

Summer (girls)

- Short or long sleeved polo shirt, grey skirt
- Blue and white gingham dress
- Plain white ankle length socks (no sports socks)
- Sun cap or baseball cap for break times

Summer (boys)

- Short or long sleeved polo shirt, grey shorts
- Plain black or dark grey socks
- Sun cap or baseball cap for break times

Winter (girls)

- Short or long sleeved polo shirt, grey skirt or trousers, navy jumper
- Polo shirt, grey pinafore, navy cardigan
- Plain black or dark grey socks (knee high or ankle length)
- Plain black or grey tights
- Dark coloured winter coat

Winter (boys)

- Short or long sleeved polo shirt, grey trousers, navy jumper
- Plain black or dark grey socks
- Dark coloured winter coat

PE and swimming kit (boys and girls)

- PE T-shirt, black shorts, PE trousers, PE fleece, training shoes
- Swim suit (one piece for girls)
- Swimming trunks (no long beach shorts)
- Swimming cap

For both boys and girls the PE fleece can also be worn as an additional outer layer.

Leggings

We do not encourage the wearing of leggings. Tights should be worn in the winter as an alternative. However, girls in Early Years and Key Stage 1 may wear dark leggings and socks on PE or swimming days in the winter when they are required to get changed.

Shoes

They should be shoes that provide support, allow feet to ‘breathe’ and grow. Shoes should be black in colour. Children are not permitted to wear boots or open toed sandals. EYFS children should wear shoes that they can put on and take off independently. We also ask that children in EY Cubs and KS1 bring a pair of indoor shoes to change into. These should also be black and easy for children to get on and off.

Hair

All pupils (boys and girls) with shoulder length or longer hair must keep this tied back during the school day. Children should use dark coloured bands/elastics. Brightly coloured hair accessories are discouraged. Children are not permitted to have haircuts that could serve as a distraction to other children.

Jewellery

Pupils are only permitted to wear stud earrings in pierced ears and small objects of religious significance, such as a crucifix on a chain. No other form of jewellery is permitted. For health and safety purposes we ask that pupils remove all jewellery during PE and games, or to cover it with a plaster.

Nail Polish / Tattoos

We ask that children do not come to school with temporary tattoos in visible places such as hands, arms and necks. Coloured nail polish should not be worn.

Letting Us Know about Uniform Problems: We understand that there are sometimes genuine problems that prevent students from being able to wear uniform: torn clothing, missing shoes etc. In these circumstances, we'd be grateful if parents could write a brief note or email to a student's class teacher. This helps us to separate the genuine cases from the others!

UNIFORM SHOP

Our uniform shop is located in the primary campus. It is open from Monday to Friday, between 9am and 3.30pm. There is no need to make a reservation.

Moving on from BISS

THE LAST DAY

Saying Goodbye

We are always sad to see students leave, but we do like to be able to say goodbye to them before they go. We encourage students to say goodbye to teachers and other staff with whom they have worked, as well as to their friends. It sounds simple, but it's easy to forget in the emotion of the moment.

REFERENCES AND TESTIMONIALS

One of our important responsibilities is to help our students move on to appropriate schools when the time comes for a family to move away from Shanghai. We are, of course, happy to fill in forms required by other schools, and to provide appropriate transcripts and references, as well as to speak with academic staff at these schools where this is necessary.

We ask that all requests for references, transcripts and to fill in recommendations on forms are made in good time. We normally need 3 days to process these: this allows us to consult with the necessary staff here to ensure that the information we provide is accurate.

In general, we need to see the full completed application form before we can produce a reference, so that we can ensure that we are complying with the wishes of the school to which we are writing. We can't normally fill in single pages taken from a larger application form.

Please note that we will send references directly to the school and not back to parents where a school's application process requests this. References passed directly from school to school often carry more weight than an open reference passed via a family, so this is likely to be in the best interests of the student.

All requests for references, transcripts or recommendations need to come via the Head of Primary. Please do not send them directly to class or subject teachers, as we will arrange for the right people to fill them out. You may email our primary school secretary Ms Violet Zhu (v-zhu@bisspxi.com) or arrange for the paper information to be brought in, as appropriate.

We will either arrange for completed forms to be returned or to send them on to a prospective new school, depending on the wishes of the new school.

It helps greatly if we are given as much notice as possible of prospective applications, so that we can prepare materials in good time.

Getting Involved as a Parent

We encourage parents to get involved with the school and to make contacts with other parents as a result. There are a number of ways to join in, and we've listed some of them below.

PARENT TEACHER ASSOCIATION (PTA)

All parents and staff are automatically members of the PTA when they join the school community. The association functions to promote social integration and interaction within the school community.

There are a number of ways in which you can involve yourself in the PTA, as a volunteer at one of the many events run by the association or by offering to serve as a room parent or on one of the co-ordinating committees. It really depends on your interests, skills and your ability to give time to the association. The structure and organisation is designed to create opportunities to be involved and to contribute. It is not intended that parents' involvement should in any way be arduous, the more people we have involved the more we can achieve and enjoy together. The PTA will be present at the orientation days and the meet and greet events and there will be PTA coffee mornings in the first week of term and a BBQ evening at the start of term featuring some excellent live music. Please come and join us and take the opportunity to find out more about the association and its role.

THE PTA STEERING COMMITTEE

The steering committee as the name suggests guides the work of the association and helps to co-ordinate the work of the various event organising committees. It includes a chairman, vice chairman, treasurer, charities co-ordinator and a number of other officers.

ROOM PARENTS

Each class in the school has a room parent who acts as a contact point for parents. They help to pass school information around, but also to create the opportunities for parents to contact each other, synchronise social events and keep in touch about what their various children are up to. If you are interested, please get in touch with your child's class teacher.

PARENT AMBASSADORS

We have students from many different countries at the school, so we are grateful to a number of parents who act as parent ambassadors for their native countries. We can put new parents in touch with the parent ambassador for their country, to give them a source of information and help as they settle in. It's good to spread the load, so please get in touch if you're interested in acting as a parent ambassador.

PARENT REPRESENTATIVES

Parent representatives are a group of parents who meet several times a year with the Head of Primary to talk about the school, to discuss the school and offer advice, and to act as a sounding board for new ideas. We are very grateful to the parents who give up time to help us in this way. If you are interested in joining this group, please get in touch with the Head of Primary's PA, Ms Amentine Yang

E: a-yang@bisspuxi.com. We try to make sure that the composition of the group is representative of the parent body as a whole.

SOCIAL EVENTS

The PTA organises and runs a variety of events, small and large, during the course of the year. These include:

- Coffee mornings through the year
- Primary School Film evenings and discos through the year
- A Welcome (Back) Party in September
- Our Winter Fayre
- Our International Food Event in the Spring



MANDARIN

VOCABULARY TO HELP WITH YOUR AYI

Wash Dishes	洗碗	Xǐwǎn
Clean Stove	刷炉灶	Shuā lúzào
Wipe down all cabinets	擦所有的柜子	Cā suǒyǒu de guǐzi
Clean Refrigerator	擦电冰箱	Cā diànbīngxiāng
Wipe tile in kitchen	擦洗厨房内的瓷砖	Cāxíchúfáng nèi de cízuān
Clean windows with spray	用喷雾器擦窗户	Yòng pēnwùqì cāchuānghù
Sweep floor	扫地	Sǎo dì
Mop floor with cleaner/water	用清洁剂和水拖地	Yòng qīngjiéjī hé shuǐ tuōdì
Wash bathtub with cleanser	用清洁剂清洁浴缸	Yòng qīngjiéjī qīngjié yù gāng
Clean bathroom tile	用喷雾清洁浴室瓷砖	yòng pēnwù qīngjié yùshì cízuān
Vacuum floors	吸尘	Xī chén
Clean mirrors with spray	用喷雾清洁镜子	Yòng pē wù qīngjié jìngzi
Dust with "furnish polish" move items and dust under them	移动家具等，打扫下面的灰尘	Yídòng jiājùděng, dǎsǎoxiàmiàn de huīchén
Clean toilets with cleanser	用清洁剂刷马桶	Yòng qīngjiéjī shuā mǎtǒng
Dust with "furnish polish" move items and dust under them	移动家具等，打扫下面的灰尘	Yídòng jiājùděng, dǎsǎoxiàmiàn de huīchén
Clean balcony	打扫阳台	Dǎsǎo yángtái
Wipe down walls	擦墙壁	Cā qiángbì
Dust lampshades	擦去灯罩上的灰尘	Cā qù dēngzhàoshàng de huīchén
Pull furniture away from wall and dust/mop underneath couches	搬开家具，打扫或用拖布拖——包括长沙发下面	Bānkāi jiājù, dǎsǎohuò yòng tuōbù tuō bāokuò cháng shāfāxiàmiàn
Iron clothes	熨衣服	Yùn yīfu
Using bleach	用漂白粉	Yòng piǎobáifěn
Using dishwashing liquid	用洗碟剂	Yòng xǐdǐejī
Using disinfectant	用消毒粉	Yòng xiāodúfěn
Using washing machine powder	用洗衣粉	Yòng xǐyīfěn
Using spray multi-purpose cleaner	用多功能喷雾清洁剂	Yòng Duōgōngnéng pēnwù qīngjiéjī
Using dish wash powder	用洗碟粉	Yòng xǐdǐfěn



Using toilet cleanser	用卫生间清洁剂	Yòng wèishēngjiǎn qīngjiéqì
Using spray starch	用上浆喷雾剂	Yòngshàngjiāng pēnwùjì
Using furnish polish	用家具上光剂	Yòng jiājù shàngguāngjì
Using floor cleaning liquid	用地板清洁剂	Yòng dìbǎn qīngjiéjì
Use clean water and clean rags.	用清水清洁抹布	Yòng qīngshuǐ qīngjiémǎbù
Have you finished the__?	——, 你做完了吗?	___,nǐzuò wán le ma?
Wash this by hand.	这个, 用手洗。	Zhè ge,yòng shǒu xǐ.
Dust mop	灰尘掸子	Huī chén dǎn zi
Wet mop	湿拖把	Shī tuō ba
Dust cloth	擦灰尘的布	Cā huī chén de bù
Vacuum cleaner	吸尘器	Xī chén qì
Rag	抹布	Mǎ bù
Toilet brush	厕所刷子	Cè suǒ shuā zi
Scrub brush	刷子	Shuā zi
Dish brush	洗盘子的刷子	Xǐ pán zi de shuāzi
Vegetable brush	洗菜的刷子	Xǐ cài de shuā zi
Using window cleaning liquid	用玻璃窗清洁剂	Yòng bō li chuāng qīng jié jì
When would you like it done?		
Daily	每日	Měi rì
Weekly	每周	Měi zhōu
Monthly	每月	Měi yuè
Twice a week	一周两次	Yí zhōu liǎng cì
Every other day	每隔两天	Měi géliǎngtiān
Before lunch	午饭前	Wǔfàn qián
As required	按要求	Àn yāo qiú
Monday	星期一	Xīngqī yī
Tuesday	星期二	Xīngqīèr
Wednesday	星期三	Xīngqīsān
Thursday	星期四	Xīngqīsì
Friday	星期五	Xīngqīwǔ
Saturday	星期六	Xīngqīliù
Sunday	星期日	xīngqīrì
First thing in the morning	早晨做的第一件事	Zǎochen zuò de dì yījiàn shì



FOOD VOCABULARY

Fruit	水果	shuǐ guǒ
Mango	芒果	máng guǒ
Orange	橙子	chéng zǐ
Tangerine	桔子	jú zǐ
Banana	香蕉	xiāng jiāo
Water Melon	西瓜	xī guā
Apple	苹果	píng guǒ
Peach	桃子	táo zi
Grape	葡萄	pú táo
Strawberry	草莓	cǎo méi
Pear	梨	lí
Pineapple	菠萝	bō luó
Dairy Products	奶制品	nǎi zhì pǐn
Soda Pop	汽水	qì shuǐ
Milk Powder	奶粉	nǎi fěn
Milk	鲜奶	xiān nǎi
Yogurt	酸奶	suān nǎi
Ice-cream	冰激凌	bīng jī líng
Chocolate	巧克力	qiǎo kè lì
Strawberry	草莓	cǎo méi
Vanilla	奶油	nǎi yóu
Coffee	咖啡	kā fēi
Coffee Creamer	伴侣	bàn lǚ
Butter	黄油	huáng yóu
Margarine	人造黄油	rén zào huáng yóu
Beer	啤酒	pí jiǔ
Vegetable	菜	cài
Potato	土豆	tǔ dòu
Lettuce Stem	莴笋	wō sǔn
Lettuce	生菜	shēng cài
Spinach	菠菜	bō cài
Oil Vegetable	油菜	yóu cài
Cabbage	白菜	bái cài



Carrots	胡萝卜	hú luó bo
Egg Plant	茄子	qié zi
Big Radish	萝卜	luó bo
Celery	青菜	qīng cài
Cucumber	黄瓜	huáng guā
String Bean	扁豆	biǎn dòu
Tomato	西红柿	xī hóng shì
Eggs	鸡蛋	jī dàn
Flour	面粉	miàn fěn
Millet	小米	xiǎo mǐ
Rice(uncooked)	大米	dà mǐ
Purple Rice	紫米	zǐ mǐ
Dou Fu(Tofu)	豆腐	dòu fǔ
Oil	油	yóu
Salt	盐	yán
Black Pepper	黑胡椒	hēi hú jiāo
White Sugar	糖	táng
Brown Sugar	红糖	hóng táng
Bread	面包	miàn bāo
Seasoning	作料	zuó liào
Soy Sauce	酱油	jiàng yóu
Fragrant Vinegar	香醋	xiāng cù
White Vinegar	白醋	bái cù
Garlic	蒜	suàn
Ginger	姜	jiāng
Round Onion	洋葱	yáng cōng
Coriander(cilantro)	香菜	xiāng cài
Fennel	茴香	huí xiāng
Hot Pepper	辣椒	là jiāo
Vanilla	甘草	gān cǎo
Parsley	芹菜	qín cài
Chinese Ashberry	花椒	huā jiāo
Star Anise	大料	dà liào
Meat	肉	ròu



Chicken	鸡	jī
Roast Chicken	烤鸡	kǎo jī
Pork-Ground	猪肉馅	zhū ròu xiàn
Pork	猪肉	zhū ròu
Beef-Ground	牛肉馅	niú ròu xiàn
Beef	牛肉	niú ròu
Mutton	羊肉	yáng ròu
Fish	鱼	yú
Shrimp	虾	xiā
Duck	鸭	yā
Crab	蟹	xiè



ADDRESSES

LOCAL COMPOUNDS AND APARTMENT BUILDINGS

Name	Address	Chinese Name	Address	Chinese Address
Ambassy Court	1500 Huaihai Rd. (M)	鸿艺豪苑	hóng yì háo yuàn	淮海中路 1500 号
Ascott Pudong	3 Pudong Avenue	上海浦东雅诗阁	shàng hǎi pǔ dōng yǎ shī gé	浦东大道 3 号
Belvedere Service Apartments	833 Changning Lu near Dingxi Lu	柏华丽豪华公寓	bǎi huá lì háo huá gōng yù	长宁路 833 号 近定西路
Beverly Hills	1118 Mingyue Rd.	百富丽山庄	bǎi fù lì shān zhuāng	明月路 1118 号
Celebrity Garden	2 Chexin Highway	家天下别墅	jiā tiān xià bié shù	车新公路 2 号
Chevalier Place Service Apartments	168 Anfu Rd. near Wulumuqi Zhong Rd.	亦园	yì yuán	安福路 168 号近乌鲁木齐中路
Citadines Jinqiao	55 Beijing Rd. (W)	上海馨乐庭金桥服务公寓	shàng hǎi xīn lè tíng jīn qiáo fú wù gōng yù	北京西路 55 号
City Apartment	5-7 Shaanxi Rd.	城市酒店公寓	chéng shì jiǔ diàn gōng yù	陕西南路 5 - 7 号
City Condo	118 Ziyun Rd.	虹桥豪苑	hóng qiáo háo yuàn	紫云路 118 弄
Consul Garden	555 Gubei Rd	虹桥华庭	hóng qiáo huá tíng	古北路 555 弄
Contemporary Spirits	1801 Gudai Rd	当代艺墅	dāng dài yì shù	顾戴路 1801 号
Crystal Pavilion	Lane 318 Maoming Road	茂名公寓	mào míng gōng yù	茂名北路 318 弄
Dahao Forest Villas	Lane 188 Xujing Rd.	大豪山林别墅	dà háo shān lín bié shù	徐泾西路 188 弄
De Oriental London	1000 Gubei Rd.	伦敦广场(东方伦敦花园)	lún dūn guǎng chǎng (dōng fāng lún dūn huā yuán)	古北路 1000 号
Dynasty Villas	Lane 851 Hongjing Rd.	皇朝别墅	huáng cháo bié shù	虹井路 851 弄
Elegant Garden	189 Longxi Rd.	西郊明苑别墅	xī jiāo míng yuàn bié shù	龙溪路 189 号
Emerald Court	Hunan Rd.	翡翠园	fěi cuì yuán	湖南路
Forest Manor	588 Jinfeng Rd.	西郊庄园	xī jiāo zhuāng yuán	金丰路 588 号
Forest Riviera	689 Gaojing Rd.	西郊美林馆	xī jiāo měi lín guǎn	高泾路 689 号
Forty-One Hengshan Rd.	41 Hengshan Rd.	衡山路 41 号	héng shān lù 41 hào	衡山路 41 号
Fraser Residence Shanghai	98 Shouning Rd.	上海辉盛庭国际公寓	shàng hǎi huī shèng tíng guó jì gōng yù	寿宁路 98 号
Fraser Suites Top Glory	600 Yincheng Rd. (M)	上海鹏利辉盛阁公寓	shàng hǎi péng lì huī shèng gé gōng yù	银城中路 600 弄 1 号



Gao An Apartment	105 - 107 Gao'an Rd.	高安公寓	gāo ān gōng yù	高安路 105 - 107
Green Villas	700 Biyun Rd.	碧云别墅	bì yún bié shù	碧云路 700 号
Hampton Woods	589 Xinzhan Rd., Xinqiao	盛世香樟	shèng shì xiāng zhāng	新桥镇新站路 589 号
Hillicas Villa	Lane 2999 Hongmei Rd.	豪嘉府邸	háo jiā fǔ dī	虹梅路 2999 弄
Hongqiao Golf Villas	555 Hongxu Rd.	虹桥高尔夫别墅	hóng qiáo gāo ěr fú bié shù	虹许路 555 号
Kerry Residences	1515 Nanjing Rd. (W)	上海嘉里中心	shàng hǎi jiā lǐ zhōng xīn	南京西路 1515 号
Kingsville	198 Anfu Rd.	金苑	jīn yuán	安福路 198 号
La Doll	758 Beijing Rd.	国际丽都城	guó jì lì dū chéng	北京路 758 号
Laidun Town Serviced Apts	839 Chenhua Rd. near Shenzhuan Rd	莱顿小城(怡林花园)	lái dùn xiǎo chéng (yí lín huā yuán)	辰花路 839 号 近 沈砖路
Lakeville	263, Zizhong Rd	翠湖天地	cùi hú tiān dì	自忠路 263 号
Lido Villa	428 Gaojing Rd.	丽都别墅	lì dū bié shù	高泾路 428 号
Longbeach Garden Vila	165 West Xujing Rd.	长堤花园别墅	cháng dī huā yuán bié shù	徐泾西路 165 弄
Mandarine City	788 Hongxu Rd.	名都城	míng dū chéng	虹许路 788 号号 近古羊路
Mandarine de Gubei	1700 Gubei Rd.	名都古北	míng dōu gǔ běi	古北路 1700 号
Maoming Manhattan	68-72 Tongren Lu, near Nanjing Xi Lu	静安曼哈顿	jìng ān màn hǎ dùn	铜仁路 68-72 号 近南京西路
New Rainbow Asia Garden	1655 Huqingpin Rd.	新虹桥亚洲花园	xīn hóng qiáo yà zhōu huā yuán	沪青平公路 1655 弄
One Park Avenue	500 Changde Rd.	静安枫景苑	jìng ān fēng jǐng yuán	常德路 500 弄
Oriental Manhattan	168 Hongqiao Rd.	东方曼哈顿	dōng fāng màn hǎ dùn	虹桥路 168
Park View	Lane 228 Baise Rd.	天然居	tiān rán jū	百色路 228 弄
Perfect Garden	1889 Hongqiao Rd.	西郊华庭	xī jiāo huá tíng	虹桥路 1889 号
Pinnacle Century Park	99 Dongxiu Rd.	置茂行服务公寓	zhì mào xíng fú wù gōng yù	东绣路 99 号
Pinnacle Huashan	211 Xingfu Rd.	置茂行华山豪庭	zhì mào xíng huà shān háo tíng	幸福路 211 号
Pudong Century Garden	1108 Huamu Rd.	浦东世纪花园 (传说 99)	pǔ dōng shì jì huā yuán (chuán shuō 99)	花木路 1108 号
Rancho Santa Fe	333 Jinhui Rd.	兰乔圣菲	lán qiáo shèng fēi	金辉路 333 弄
Regency Park	1883 Huamu Rd.	御翠园	yù cuì yuán	花木路 1883 号
Rich Garden Gubei	881 Gold Avenue	古北瑞仕花园	gǔ běi ruì shì huā yuán	黄金大道 881 号
Ridgewood Cottage	385 Hong Zhong Rd.	虹中别墅	hóng zhōng bié shù	虹中路 385 号
Sassoon Park Villa	2419 Hong Qiao Rd.	龙柏花苑	lóng bǎi huā yuán	虹桥路 2419 号
Seasons Villas	983 Huamu Rd.	四季雅苑	sì jì yǎ yuán	花木路 983 号



Shanghai Centre	1376 Nanjing Xi Rd.	上海商城	shàng hǎi shāng chéng	南京西路 1376 号
Shanghai Racquet Club and Apartments	Lane 555 Jinfeng Rd.	上海西庭网球俱乐部和公寓	shàng hǎi xī tíng wǎng qiú jù lè bù hé gōng yù	金丰路 555 弄
Shimao Lakeside Garden	428 Baihua Rd.	世茂湖滨花园	shì mào hú bīn huā yuán	白桦路 428 号
Shimao Riviera garden	1 Weifang Rd. (W)	世茂滨江花园	shì mào bīn jiāng huā yuán	潍坊西路 1 号
Skyline Mansion	200 Dongtai Rd.	盛大金磐花园	shèng dà jīn pán huā yuán	东泰路 200 弄
Somerset Xu Hui, Shanghai	888 Shaanxi Rd. (S)	上海徐汇盛捷服务公寓	shàng hǎi xú huì shèng jié fú wù gōng yù	陕西南路 888 号
Stratford/Sylvan lane	377 Zhuxin Rd.	万科红郡	wàn kē hóng jùn	诸新路 377 弄
Taiyuan Villa Apartment	160 Taiyuan Rd.	太原别墅公寓楼	tài yuán bié shù gōng yù lóu	太原路 160 号
The Emerald	2888 Hunan Highway	绿宝园	lǜ bǎo yuán	沪南公路 2888 号
The Garden Inside Villa	658 Gaojing Rd.	西郊园中园	xī jiāo yuán zhōng yuán	高泾路 658 弄
Tiziano Villa	1 Nong, Xiuyan Rd.	提香别墅	tí xiāng bié shù	南汇区秀沿路 1 弄
Tomson Golf Villa	1 Longdong Ave.	汤臣高尔夫别墅第 8 期	tāng chén gāo ěr fū bié shù dì bā qī	龙东大道 1 号
Trinity Village	Branch Lane 2, Lane 1168, Xiuyan Rd.	翠廷别墅	cui tíng bié shù	秀沿路 1168 弄 2 支弄
Up Town	1398 Gubei Rd.	上城	shàng chéng	古北路 1398 号
Vizcaya	Lane 1988 Yunshan Rd.	维诗凯亚	wéi shī kǎi yà	云山路 1988 弄
Westwood Green	500 Xingle Rd.	西郊林茵湖畔		
Windsor Park	2279 Hongqiao Rd.	温沙花园	wēn shā huā yuán	虹桥路 2279 号
Xiang Mei Garden	388 Huamu Rd.	香梅花园	xiāng méi huā yuán	花木路 388 号
Yanlord Garden	Lane 99 Pucheng Rd.	仁恒滨江园	rén héng bīn jiāng yuán	浦城路 99 弄
Yanlord Rierside Garden	Lane 388 Furongjiang Rd.	仁恒河滨花园	rén héng hé bīn huā yuán	芙蓉江路 388 弄
Yin Tao Golf Villa	2222 Huqingping Rd.	银涛高尔夫别墅	yín tāo gāo ěr fū bié shù	沪青平公路 2222 弄