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Introduction

Welcome to our Secondary Parent and Student Handbook. We hope very much that you find it useful to read, refer to or just dip into from time to time.

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 the website, such as calendars, copies of letters to parents, contact details, newsletters and so on, so you may find that helpful.

This handbook isn't meant to be a replacement for talking with us, and it's not a legal document. It gives you an indication of the way we think about different issues, but we are always guided by common sense and, above all, the best interests of the students here. Please do get in touch with us if you aren't sure about anything.

With best wishes for a very successful partnership over the next year and beyond.

All of us here at BISS Puxi.



Our Staff

FORM TUTORS

A form tutor'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 form tutors not only monitor the official records of attendance and punctuality but set the 'tone' for the day, by creating a positive ethos, encouraging good relationships within the school, and developing both a tutor group and a school identity.

Our form tutors 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, form tutors monitor and review their students' current progress across the curriculum using all the data provided and follow through concerns and issues about learning and effort when necessary with subject areas and parents. Parents are kept fully involved regarding students' progress, including curriculum related or behavioural concerns.

HEADS OF YEAR

Years 7 to 11 each have a Head of Year who is a senior member of the teaching staff responsible for the welfare and academic progress of students within the year group. Each Head of Year is responsible for his or her team of form tutors. Parents are encouraged to stay in close contact with their son or daughter's form tutor and Head of Year.

IB students are looked after by the Head of IB, the IB Coordinator and the Year 12 and Year 13 form tutor teams.

Heads of Year for 2015-2016 are:

Year 7: Ms Holly Mitchell (h-mitchell@bisspuxi.com)

Year 8: Ms Tanya Selden (t-selden@bisspuxi.com)

Year 9: Ms Temple (k-temple@bisspuxi.com)

Year 10: Ms Cavanagh (li-cavanagh@bisspuxi.com)

Year 11: Ms Sharrock (a-sharrock@bisspuxi.com)

IB: Mr Andy Joy, Head of IB (a-joy@bisspuxi.com)

Mr Thomas Housham, IB Coordinator (t-housham@bisspuxi.com)

SENIOR LEADERSHIP TEAM

Under the general direction of the Principal, Mr Kevin Foyle and the Vice Principal, Ms Niki Meehan, the secondary school is run by its leadership team:



Head of Secondary: Mr Andrew Lancaster (a-lancaster@bisspuxi.com)
Deputy Head (Pastoral): Mr Paul Kelly (p-kelly@bisspuxi.com)
Deputy Head (Academic): Mr Nick Rickford (n-rickford@bisspuxi.com)
Head of IB academy: Mr Andy Joy (a-joy@bisspuxi.com)
Assistant Head (Global Languages) Ms Fiona McConnon (f-mcconnon@bisspuxi.com)
Assistant Head (Data & Tracking): Mr Joseph Westwood (j-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:

Secondary Reception: Ms Angel Yang (an-yang@bisspuxi.com)
Head of Secondary PA: Ms Suya Yan (sy-yan@bisspuxi.com)
School Secretary: Ms Heleen Zhang (h-zhang@bisspuxi.com)

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

HEADS OF FACULTIES AND DEPARTMENTS

Our teaching programmes are run in faculties and departments, each managed by a senior teacher as head of faculty or department. You may wish to speak to or meet with one of them to find out more about particular aspects of our academic programmes. More general queries about the academic programme can be directed to the Head of Secondary or to the Vice Principal. More information about Heads of Faculties and Departments is posted on the school website.

SUBJECT TEACHERS

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



Student Welfare

We're 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 works to ensure that all our students are looked after. This includes our class teachers, form tutors, Heads of Year, school nurses, caterers, student counsellors, administrative staff, senior management and many others.

CHILD PROTECTION

We take our child protection responsibilities very seriously. 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 if you have concerns or would like more details.

SAFEGUARDING POLICY

We don't think our responsibility to the well-being of our students starts and stops at the school gates. Whilst we don't want to trespass on the role of parents, we do have an interest in keeping our students safe both in and out of school. Shanghai is a relatively safe environment, we believe, but in any place there are temptations and risks for young adults.

Our safeguarding policy asks staff to bring to our attention issues that they become aware of that might compromise the personal safety of one of our students. We will then bring these to the attention of parents, so that parents are fully aware of any issues or so that we can agree a shared approach where necessary and appropriate.

Examples of issues that would give us cause for concern and that we would share with parents include:

- older students being home alone for extended periods of time
- younger students being home alone for any period of time
- students taking drugs
- students under 16 drinking alcohol without their parents present
- students being in environments that are not age appropriate, for example night clubs or pubs for those under 16
- students riding mopeds or cycles dangerously, including not wearing helmets



- students deceiving their parents about where they are going at weekends or in the evening
- students under 16 smoking
- students consuming alcohol excessively
- sexual behaviour giving cause for concern
- age inappropriate relationships

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.

COUNSELLING

A number of our teachers are trained as school counsellors, and are available every day to listen to students who are experiencing the ups and downs of life. Please note that their training allows them to listen with a sympathetic ear: they are not medical professionals.

Our policy is to keep parents informed of issues affecting their children, and we do not promise students complete confidentiality at any point. Where possible, we encourage children to discuss any issues with their parents, supported by us as appropriate.

If you have any questions about any of this, please contact the Head of Secondary.

ANTI-BULLYING POLICY

We take the happiness and welfare of our students very seriously, and so we have strong views about bullying.

We have a formal anti-bullying policy which is available to parents. In essence it says that everyone connected with the school should have an understanding of what bullying is, what to do if they see it or if it is reported to them, and that we will take any concerns about bullying seriously. In simple terms: we do not tolerate bullying.

We are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

We rely on parents to reinforce this message and to share any concerns that they might have with us. To help parents with this, the list below is a reminder that bullying can take many forms.

We recognise that bullying can be:

Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

Physical: pushing, kicking, hitting, punching or any use of violence

Racist: racial taunts, graffiti, gestures



Sexual: unwanted physical contact or sexually abusive comments

Homophobic: because of, or focussing on the issue of sexuality

Verbal: name-calling, sarcasm, spreading rumours, teasing

Cyber: all areas of internet, such as email, instant messaging & internet chat room misuse; mobile threats by text messaging & calls; misuse of associated technology, i.e. camera & video facilities

One word of caution: friendships are complex at any age, and friendships in adolescence are even more so. A single unkind word or act in the heat of the moment is not bullying. Bullying is a deliberate attempt to cause unhappiness to another person, normally over a period of time. If parents have any concerns, however, we encourage them strongly to discuss these concerns with us.

PSHE

PSHE stands for Personal, Social and Health Education.

Students in years 7 to 9 have PSHE lessons each week as part of their curriculum. We follow a carefully selected age-appropriate programme with them that covers areas such as sex and relationship education, alcohol and drug awareness, careers, study skills, independence, anti-bullying, health and well-being, as well as a range of other topics. Teachers guide discussion, ensuring that students are able to participate and learn without feeling pressurised. We don't have exams or tests in these lessons, and we don't grade students for PSHE.

Please get in touch with Mr Nick Rickford, Deputy Head (Curriculum), if you want to hear more about or discuss the content of the PSHE programme.

HEALTH CARE

MEDICAL CENTRE

We have a well-equipped medical centre on the ground floor of the secondary campus, staffed by a qualified nurse. We have separate rooms to allow students who are taken unwell during the school day to rest. The medical centre is accessible by 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 nurse provides 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

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. A note will then be written in their Student Planner, which should be shown to the school nurse upon arrival at the Medical Centre.

VISITING THE NURSE AT OTHER TIMES

Students may visit the school nurse without a note outside lesson times, to talk about immediate medical problems, or more generally about medical or other concerns.

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, become ill during the day occasionally. 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.

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. 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.

STUDENT SUPPORT FRAMEWORK

We personalise our students' education through our teachers' responses to individual needs. Our student support framework guides our staff members in how to approach a range of situations where students need recognition, support or direction.

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. Our BSG poster summarizes these for 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 our staff, not just teachers.

STANDING UP FOR VISITORS AND MEMBERS OF STAFF

We normally expect students to stand when the Principal visits a classroom or activity. In general, though, students should continue working if visitors or other staff come into a classroom. Students should, of course, be attentive to and polite towards any visitors, mindful of the fact that making good first impressions is a critical skill for life.

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 towards adulthood.

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 also have formal systems for rewarding students.

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. Parents are informed by letter when a Principal's Commendation is awarded, and the students name is entered into the Commendation Book.

CERTIFICATES OF ENDEAVOUR

Students who achieve high effort grades in trackers across a range of subjects are presented with Certificates of Endeavour, recording their high levels of effort in class, on homework, in their behaviour and in their organisation.

These certificates are awarded up to six times every year, after each set of trackers.

MERITS

Merits are awarded singly. Any member of staff may award a merit. A merit is accompanied by a sticker which is pasted into a student's planner and signed by the member of staff who gave it. Merits are totalled each term and contribute to the overall House competition.

Teachers award students a Merit Certificate when students have received five merits in their



subject area. As students collect an increasing number of merits in a range of areas and subjects, they are presented with certificates to reflect this.

Bronze Certificate: 25 Merits

Silver Certificate: 50 Merits

Gold Certificate: 100 Merits

Platinum Certificate: 150 Merits

SERVICE AWARDS

Opportunities for service arise in many areas of school life, including in Activities Week, as part of the CAS programme in the IB Diploma, through our charities programme, as part of the International Award, as part of curricular programmes, or just because students see an area they wish to help out with.

Students who have participated in service projects, inside or outside school are presented with Service Awards. These are special certificates that recognise a number of hours spent in service to other people.

SANCTIONS

ACADEMIC INTERVENTIONS

After each set of tracker grades are issued, they are reviewed by Heads of Year. Interventions are undertaken where students' effort grades have not reached a satisfactory standard. In some cases this will involve discussions with form tutor and subject teacher, in others, students are required to make a plan leading to improved performance in the next set of tracker grades.

These are known as Student Led Improvement Plans. Students work with their Head of Year to agree a small number of personal targets for improvement, these are recorded and a period of monitoring follows to support the student in meeting those targets.

Parents are contacted when a Student Led Improvement Plan is undertaken, and are also asked to review and discuss the student's progress at home during the period of monitoring.

REFLECTION DAYS

After some serious incidents, we may require students to stay at home for a school day or longer to reflect on the incident and their part in it. We call these reflection day(s).

Reflection days are given by the Head of Secondary or the Vice-Principal or Principal.

Reflection days give students an opportunity to consider their behaviour, how it affects them and others and how it can be avoided in the future.

Reflection days do not form part of a student's permanent disciplinary record for the purpose of applications to other schools or to universities and colleges.

Students who are involved subsequently in similar poor behaviour must expect to be suspended or excluded.

SUSPENSIONS

There are serious negative behaviours that will require a suspension rather than a reflection day,



even for a first offence. These include, but are not limited to, theft, involvement with drugs, supplying alcohol to others, serious incidents of unpleasantness to others, 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 that previously resulted in a reflection day, 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 Principal, or, in his absence, by the Vice Principal.

EXCLUSIONS

An exclusion is when the student is asked to leave the school because of negative behaviour. This might happen because of a build-up of previous negative behaviour that did not improve after other strategies were exhausted. It could also happen because of a one off incident of extreme negative behaviour, for example involving drugs or violence.

Exclusions are issued by the Principal.

MINOR SANCTIONS

Conversations

The most common way we have of dealing with something that hasn't gone as well as we'd have hoped is by talking with the student about it.

We find that most issues can be resolved by being clear about our expectations for the future and involving students in understanding why we'd like to see something different. A shared understanding of the way forward tends to produce much better motivation, relationships and results than more formal sanctions.

LUNCH TIME AND AFTER SCHOOL DETENTIONS

We don't find detentions particularly effective in improving student motivation and behaviour. We prefer to work individually with students to reinforce good behaviour and attitudes to work.

In general, we don't use formal detentions very often, if at all, although students may be called in at lunchtimes to work with particular members of staff, or, occasionally, kept after school by their Head of Year. We always contact parents where we ask students to stay after school.



Home-School Communication

We understand that keeping open channels of communication between home and school is vital in ensuring your son or daughter receives an excellent education. As such the school works hard to give parents up to date information of teaching and learning as well as student progress. A daily e-mail is sent home to each parent who has signed up to the school's ODIN system which will inform parents of what happened in their son/daughter's lessons during that day. We also send out a weekly newsletter to inform parents of each week's happenings, successes and future events. In addition we inform parents regarding academic progress via half termly 'trackers.' 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 however, but can make an appointment and to come to 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 secondary 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 the right person to contact, although contacting anyone should work, as we'll put you in touch with the correct 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:

Form Tutor

For general issues or questions about your son or daughter's academic progress or welfare, please e-mail the form tutor 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 when we follow up absences each day.

Our Secondary Receptionist

e: secondaryabsence@bisspuxi.com t: +86 21 5226 3211 Ext 1801

School Secretary

Please contact the school secretary for any general administrative queries, or if you need to talk by phone to someone about an issue.

Ms Heleen Zhang, School Secretary

e: h-zhang@bisspuxi.com t: +86 21 5226 3211 Ext 1861



PA to Head of Secondary

Please phone the PA to Head of Secondary if you'd like to talk to Head of Secondary, Mr Andrew Lancaster, or if you'd like to make an appointment to come in and see him. You can also email him directly via a-lancaster@bisspuxi.com

Ms Suya Yan, PA to Head of Secondary

e: sy-yan@bisspuxi.com t: +86 21 5226 3211 x 1823

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 1883

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.

STUDENT PLANNERS

All students are given a student planner. Students are expected to take responsibility for the planner themselves, and to use it to record their daily timetable, all homework assignments and any other important information.

The student planner is also very important for parents. This is an effective method of communication: details of homework, merits and comments from teachers can all be found in the planner.

Students are expected to bring their planners to every lesson and to have it open on their desk at the page for the current week. They should write all set homework into their planner, along with the due date. We expect students to keep planners neat and tidy and free from graffiti and decoration, or they may be asked to buy a new one.

TRACKERS AND REPORTS

You receive a school tracker up to six times each a year, on the dates shown in the calendar. Students are responsible for bringing these home from school, and we encourage parents to make sure they ask their children for the trackers on the day they are due. We are happy to



supply replacement copies if, for some reason, they become lost between school and home. You will receive a full explanation about trackers with the first one.

PARENT TEACHER CONFERENCES

Parent Teacher Consultation evenings are held twice each year for each year group. 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 calendar on the website.

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 form tutor. 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 Secondary should contact them directly either by telephone or email, using the details on the website or in this handbook. We find that students accompanying their parents to the consultation meetings is enormously helpful. Conversations that take place with students present tend to have more impact and allow a more productive discussion, about things both good and less so.

INFORMATION EVENINGS

One of the ways in which we keep parents informed about the programme that students follow is by holding information evenings. An information evening is designed to inform parents about one particular aspect of life at school, and they are normally held at times of the year relevant to the aspect of life under discussion. Please refer to the “Calendar” online for the dates planned this year.

Parents are invited in advance by letter and the dates are all in the school calendar. We hope, of course, to see as many parents there as possible.

NEWSLETTERS

We produce a weekly newsletter and a school magazine 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.

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 can get a flavour of what our students are doing.

We encourage parents to read the news articles 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. The 'Parent Essentials' section of the website contains all of this information.

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.

PERMISSION FOR TRIPS AND ACTIVITIES

In the secondary school, our policy is not to ask for written permission to take students on trips that happen within the school day and which do not incur any additional charge. We run a number of trips each year to local museums, villages and other places of educational interest. In these cases we will send a letter home via students to explain the trip, but we do not need parents to give us explicit permission to take their children out of school.

Likewise, we do not require explicit permission for events that take place on the school premises, even if they are outside normal school times in the evenings or at weekends, or for routine sports fixtures within Shanghai. We believe that secondary students are capable of discussing these arrangements themselves with parents, although parents are, of course, always welcome to contact us for clarification about any trip or event. These events are visible in the school calendar on our website, so parents know they are happening.

For other trips that run outside the normal school day, or for which there needs to be an additional charge, we seek explicit permission from parents. This is normally in the form of a permission slip at the bottom of a letter, which is returned to reception.

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 students' room or year group parent. The room or year group parent will use this to get in touch with all the parents in a form or year 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.

PUBLISHING PHOTOS AND VIDEOS OF STUDENTS

We publish photographs and videos of students on our website, on other parts of the internet, and in our own printed material. The nature of the internet now is such that photos and videos are routinely shared via public sites. Students take many photos and videos themselves of each



other and share these privately, semi-publicly and publicly. We may also publish student photos and videos for a range of educational and other purposes compatible with the school's mission. Please contact us if you have any questions about this.

TEACHING STAFF CONTACT DETAILS

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



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'. There are four key stages as well as an Early Years Foundation Stage (EYFS) for very young children. Key stages 3 and 4 are followed by students in the secondary school.

The National Curriculum doesn't apply to IB students in years 12 and 13. They follow the International Baccalaureate Diploma programme instead.

Age	Year	Key Stage (KS)	Exams
11-12	Year 7	KS3	
12-13	Year 8		
13-14	Year 9		A very small number of our students take (I)GCSEs in languages
14-15	Year 10	KS4	Some of our students take (I)GCSEs in Maths and languages
15-16	Year 11		All students take (I)GCSEs at the end of this year

For each National Curriculum subject, there is a programme of study. The programmes of study describe the subject knowledge, skills and understanding pupils are expected to develop during each key stage.

The programmes of study also map out a scale of attainment within the subject. In Key Stage 3, we track the progress of students using Individual Learning Records (ILRs). Teachers assess



students throughout the year to establish what they know, understand and are able to do as they make progress. Children develop at different rates, but ILRs give parents an idea of how their children's progress compares to what is typical for their age. By the end of each academic year we expect most children to be working at the 'independent' level in many areas, but children learn at different rates and so everyone's ILR will reflect their personalised learning journey. Some children may still require support in a number of areas, while a few children will have a deeper understanding and will have reached the 'applying' level. We use the following criteria in our ILRs for each subject at Key Stage 3 (Years 7-9):

S – working with Support

A student has been introduced to an area of learning and at this stage requires support to be able to work on it.

D – Developing independence

A student has been introduced to an area of learning and is developing an understanding so he or she can work independently on it some of the time.

I – working Independently

A student is secure in this aspect of learning and in context can work independently on it with confidence.

A – able to Apply knowledge to other areas

A student is very secure in learning in an area and can consistently apply and transfer this learning to new situations, often without prompting.

We tell parents, in our tracker reports, what level we think students are working at.

Details of National Curriculum programmes of study are available online at

<http://www.education.gov.uk/schools/teachingandlearning/curriculum>.

Teachers carry out regular checks on students' progress in each subject as a normal part of their teaching. At the end of Key Stage 3 they will carry out a formal "teacher assessment", indicating which level best describes each student's performance in each area of learning.

Although the UK government has stopped compulsory formal testing at the end of Key Stage 3, we use examination papers made available in the UK to test students in Maths and Science. Your child will not take a national test at the end of Key Stage 3.

At the end of Key Stage 4 students sit exams for (I)GCSEs in the subjects they have studied. These are standardised internationally accredited qualifications.

These tests don't give parents a complete picture of how their child has done at school – they provide a "snapshot", showing how they performed in selected parts of a subject on a particular day. We, however, use the test results as an independent measure of how all the students in our care are doing compared to standards across the UK.

OUR KEY STAGE 3 CURRICULUM

More details of the curriculum followed at KS3 are available on our website by following the menu Learning -> Our Curriculum -> Key Stage 3.



OUR (I)GCSE CURRICULUM

More details of the curriculum followed at IGCSE are available on our website by following the menu Learning -> Our Curriculum -> Key Stage 4.

OUR IB PROGRAMME

More details of the curriculum followed at IB are available on our website by following the menu Learning -> Our Curriculum -> IB Diploma.

CURRICULAR PE AND GAMES

Our PE programme is an important and compulsory part of our curriculum and includes games, gymnastics, athletics, dance and swimming. Students are given details of days for both PE and swimming so they can make sure that the relevant kit is in school on these days.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

There are a variety of programmes for students for whom English is not their first language. These are managed by the EAL coordinator, Mr James Carson, and parents are encouraged to make an appointment to see him to discuss their individual needs.

Mr James Carson, EAL Coordinator

e: j-carson@bisspuxi.com t: +86 21 5226 3211

Some provision is integrated into the curriculum, with students placed in groups that are appropriate to their level of English, and other provision involves withdrawing them from normal lessons and providing intensive teaching in small groups or individually. There are additional charges for withdrawal lessons.

SPECIAL EDUCATIONAL NEEDS (SEN)

We are able to make provision for students with some special educational needs. This is evaluated on an individual basis and parents who wish to know more are encouraged to make an appointment to see the SEN Coordinator, Ms Jessica Evans, to discuss their individual needs.

Ms Jessica Evans, SEN Coordinator

e: j-evans@bisspuxi.com t: +86 21 5226 3211

NATIVE LANGUAGE SUPPORT PROGRAMMES

We have a number of students who wish to continue some study in their native languages. Depending on demand we would like to support this, and we run a number of sessions outside the normal timetable through our ECA (extra –curricular activities) programme, which runs after school.

Parents who are interested in exploring this should make an appointment to see our Head of European Languages, Ms Luz Divina Navas Quevedo, to discuss their individual needs.

Ms Luz Divina Navas Quevedo, Head of Modern Foreign Languages

e: l-quevedo@bisspuxi.com t: +86 21 5226 3211



TEXT BOOKS

One of the many strengths of following widely recognised programmes like the National Curriculum and the IB Diploma is the access to high quality resources that are written for these programmes. There is a wide range of high quality text books available which supports all aspects of the curriculum our students follow, and we take advantage of this.

Textbooks are returned at the end of each year, and, as they are a valuable resource, students and parents must expect to be billed for lost or damaged books.

Details of the textbooks used for each course are available on moodle (<http://learning.bisspuxi.com>). Parents who would like to know more about the textbooks their children are using are welcome to contact us to discuss this further.

EQUIPMENT LIST FOR LESSONS IN THE SECONDARY SCHOOL

We suggest having the equipment below available. Don't worry if you don't have all of it. You can normally get by with a pen, pencil, ruler and calculator, but you will find you get more out of your lessons if you get used to carrying and using a wider range of tools to help you learn.

A pencil case with your name on it that's big enough to hold everything below.

Blue or black pens for normal writing

Other coloured pens for emphasis (fine point Stabilo pens are good)

Pencils (a mechanical pencil, an HB pencil and a 2B pencil is a good mix)

Pencil sharpener

Eraser

Ruler

Protractor

Compasses

Glue stick

Small scissors with rounded tips

Scientific calculator (Casio fx-83 recommended for years 7-11, IB needs a special calculator)

Highlighters (at least three different colours)

Coloured pencils (Staedtler or Raffine are good)

USB memory stick (4Gb or more)

A pair of earphones

Coloured sticky highlighter tabs

HOMEWORK

Students are expected to undertake homework to support their work at school. Homework may not always take the full time allocated, but if a student appears regularly not to have enough homework please contact their form tutor to discuss this.

Year 7 normally have 2 homework tasks of about 30 minutes each per day

Year 8 normally have 2 homework tasks of about 35 minutes each per day

Year 9 normally have 2 homework tasks of about 40 minutes each per day



Year 10 normally have 2 homework tasks of about 60 minutes each per day

Year 11 normally have 2 homework tasks of about 75 minutes each per day

Students are issued a homework timetable to help them plan their work. Not all work is due in the next day, but it is very helpful if parents can help students to get into the habit of doing tasks on the day they are set. This is a useful organisational skill for the future.

For the IB, students will be expected to manage their own workloads which will involve significant study outside school, as agreed with subject teachers. An IB student should expect to spend up to 2.5 hours each weeknight working if they are to make the most of the course, as well as some time at weekends.

Homework set by teachers should be only a part of what IB students do outside class. We have a general expectation that IB students will also:

- undertake general reading around each of their subjects, using text books and books from the LRC;
- review class notes and practice questions, whether or not this is specifically requested by teachers;
- practise speaking and listening in languages they are studying;
- work on coursework, Extended Essays and other on-going pieces of work.

OUR DAILY INFORMATION NETWORK (ODIN)

All homework set is posted on Moodle for parents and students to read. We also send out details of homework and summaries of lessons each day by email, so that parents may stay engaged with the work their sons and daughters are doing. Details of how to sign up to receive these daily emails are sent separately.

MOODLE VIRTUAL LEARNING ENVIRONMENT

Our moodle virtual learning environment provides an online environment for every class taught where details of courses, homework, textbooks, summaries of lessons and other resources will be made available.

Moodle may be found at learning.bisspuxi.com. General access is available through the username moodle-guest and password bisspuxi.

OUR EXPECTATION OF STUDENTS

We expect students to take their academic work seriously. In particular, we expect that they

- will make every effort to be punctual to lessons
- will bring the correct textbooks, equipment and other information
- will bring the right working folders to lessons
- will be positive and proactive in lessons
- will take homework seriously, and submit assignments before the appropriate deadline
- will line up quietly outside the classroom ready to start each lesson in the right frame of mind
- will place planners and other equipment on their desks at the start of each lesson, so that



they don't waste any time during the lesson

We ask for parents support with this, and we'll keep parents informed where we have a concern.

INDEPENDENT STUDY TIME FOR IB STUDENTS

There are times when IB students don't have a timetabled lesson. To be successful at IB courses it is necessary to do a large amount of work outside class and these periods are meant to help students to get a head start with this, although students will need to do a lot of work at home as well.

Students need to use this time productively. They must be undertaking academic work during these independent study periods. Among the places they can work are the IB Study Room, the IB Reading Room, the IB Computer Room or the LRC.

Under some circumstances, Year 13 students may make arrangements to leave the campus and study at home by prior agreement with the IB Coordinator.

ACADEMIC HONESTY

Academic honesty is a growing issue in education, at university and increasingly at school level. Educating students about this is an important part of preparing them to succeed in the next stage of their education, and we take this very seriously.

All assignments completed by a student and presented as their own work must wholly and authentically use that candidate's own language and expression. This is both a requirement for academic honesty and for effective learning. Learning only takes place when a student genuinely 'makes meaning' out of a concept, not when it is just written down verbatim.

Paragraphs cut and pasted from the internet or other sources must be clearly marked and referenced so that it is clear that the student isn't claiming them as their own. It is, in general, perfectly fine for a student to read about something and then write about it in their own words – this is what research is – but cutting and pasting sentences is not acceptable.

Where any external sources are used or referred to, such sources must be fully and appropriately acknowledged. IB students, in particular, learn how to do this formally as part of the work on their Extended Essay and other assignments.

Parents are, of course, encouraged to help their children with their school work, but we ask them to be careful that they are explaining things so that students can rewrite them in their own words and from their own understanding, rather than just giving them sentences or ideas to write directly.

In extreme cases, lack of care with attribution of sources or a deliberate attempt to claim other people's writing as original can result in disqualification from (I)GCSEs or the IB Diploma. Where we have serious concerns about academic honesty, we will contact a student's parents to discuss this further.

PLACES TO STUDY

During the school day, there are a number of places that students may use for study.

Students in any year may use the Learning Resources Centre (LRC) at any time they are free. This is a quiet environment. There are computers available for use, as well as desks and reading areas. Students on the IB programme may also use IB Study Room, the IB Reading Room or the IB Computer Room. There are slightly different rules for each of these areas, which are explained to



IB students.

Students following courses that need particular resources, for example GCSE Art, may make individual arrangements with their teachers for access to particular specialist areas.

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.

You can't do this for them! Only they can process ideas and make meaning of them so the ideas take root and develop in their minds. Nonetheless, there's a lot you can do to help them. We suggest doing some of the following:

Make sure students have the right environment for their homework. This means no TV, no music, and no other distractions. It means encouraging them not to break off to take phone calls or to talk to friends on the computer.

A word about listening to music. We know that teenagers like listening to music while they work, and we can't force them not to do it at home. We also know that - no matter what they think - it reduces their ability to process information, and the lyrics in the music get scrambled with the words in their homework. It is up to you how much you want to force this with your children - but blame us if that helps! We like to suggest that music is a way to relax after you've done your homework.

Make sure that your son or daughter is sitting at a proper desk or chair, with proper light. Make sure they have the right calculator and an appropriate set of pens, pencils, rulers etc. The right calculator is the one they use for maths lessons. It's probably a good idea to get a spare and keep it at home. They need to practise with the calculator that they are actually going to use in an exam, as all calculators are different. If you find them using their mobile phone as a calculator then please discourage this.

Please encourage them to drink water. Hydrated students perform better. Why not show your support for their efforts with homework by taking them an appropriate drink whilst they are hard at work?

Please help them to start work at a sensible time. Thinking ability drops when we are tired - we all know this, and teenagers are more susceptible to tiredness than adults. If you can develop a family discipline that has a set time each night (6pm - 7.30pm for example) when homework happens and the TV isn't on etc. then this may pay dividends.

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, and let their form tutor know if homework doesn't seem to be occupying enough time on a regular basis or if it seems to be taking too long. Times will vary a little from day to day, but the averages should match the homework timetable.

Be suspicious if your son or daughter tells you they don't have any homework! It does happen sometimes, but not all that often. Check their homework timetable to see what homework they should have and talk to them about it.

Check the student planner and encourage your son or daughter to keep it well maintained, neat and organised. This is part of them learning some important life skills about independence, and good study management habits learned now will help them to succeed at university in the future.



Do look up homework on moodle if you aren't sure you son or daughter fully understands what they are supposed to do, but remember that they need to get organised to know what their own homework is!

Above all, take an interest in what they are doing, ask them about it and get them to explain what they are doing in their own words. Conversations about work really help to cement it in the long term memory. Memories are laid down in the brain by the process of making meaning from information, and talking about what you've studied is a really key part of this.

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.

Supporting Reading

By the time they get to secondary school, your children may be too old for stories at bedtime(!), but we think that you can still have a big impact on their reading. You can help them to be interested in reading by:

- encouraging them to read magazines, comics and newspapers as well as books
- buying books for presents – but pick ones that they are going to want to read, rather than ‘educational’ ones that you think they should read reading with your children – especially if you can pick relevant and interesting topics, like reading guides to plan a holiday.
- reading the books, poems and plays that your children are studying in school. You might find that you enjoy them(!) and it means you can talk to your children about the work they are doing in school.



Activities Beyond the Classroom

OUR ECA PROGRAMME

Students benefit by being involved in activities. It helps them to increase their social skills and make and maintain friends with similar interests. Our ECA (Extra Curricular Activities) 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 3.35pm 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). These can be signed up for through the normal ECA signup process.

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.

CISSA Key Stage 3 sports programmes are open to all students from Years 7-9 and places are guaranteed in both training sessions and competitive matches. Some of our 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, which is available on the school website each term at Learning -> Extra-curricular activities. 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.

If you have any questions about the ECA programme, or the ECA signup process, please contact the secondary ECA Coordinator, Mr Michael Dunphy, at m-dunphy@bisspuxi.com.



THE GLOBAL CLASSROOM

The Nord Anglia Education Global Campus is an innovative, contemporary and distinctive educational programme, designed to develop our students' confidence and ability as learners by enabling them to collaborate, inquire, create, innovate and lead.

By complementing and extending the curriculum, the Global Campus provides opportunities for Nord Anglia Education students to learn informally; interact with experts; and collaborate with their peers in other Nord Anglia Education schools around the world.

The Global Campus programme enables our students to participate in three ways:

1. Online

A secure environment for students to learn anytime, anywhere and extend their learning beyond the school day. It brings students together, from across the family of Nord Anglia Education schools to learn from one another and from world experts. We have two different age appropriate areas: a Primary Global Community for years 4-6 and a Secondary Global Community for year 7+. All members of the community can log in and access the site at any time and from any computer that is connected to the internet. Our students create content, challenge each other and question experts. They can pick and choose what they'd like to get involved with – and with activities from debating to reporting coupled with topics ranging from embryo research to the status of celebrities, there's something for everyone to engage with. Additionally, there are also opportunities for our students to lead discussions, topics or themes.

2. In-school

Once a year we set a Big Challenge which students work on in their school. Our 2012 activity saw our students working with the world famous Pineapple Dance Studio creating a dance that was performed on Universal Children's Day. Students formed a dance troupe, chose their own music, used original choreography, created their own outfits and performed their final dance in a two locations in their city. In 2013 our students faced a Water Challenge and were tasked with finding creative engineering and scientific solutions to tackle real-life water problems. Scientists from Imperial College, London shared their ideas about how to take part in the challenge successfully. The students' solutions were shared with the charity Practical Action who passed these on to local communities around the world. In 2014, the focus was on Children's Rights and our students examined the issues facing children in Cambodia. They collaborated with the Indochina Starfish Organisation to bring an awareness of these issues to the school community. They also organised fundraising events to support the work of the Starfish Organisation at its Foundation School in Phnom Penh, which our Year 12 students visited and worked at as part of their IB CAS project.

3. Face-to-face

We have designed experiences to allow our students to explore the world and collaborate with their peers. For example, your child can develop their passions through initiatives such as our Tanzania Expedition. In March 2015, over thirty of our students took part in this trip, where they were heavily involved in supporting local communities, as well as exploring the environment through safaris and trekking. Our students also auditioned to join the Global Orchestra,



supported by collaboration with the Juilliard School; selected students travelled to New York City in July 2015.

Global Campus activities supplement the learning that takes place in school and specifically focuses on developing students' Values, Attitudes and Attributes. These are inquiry, creativity, collaboration, perseverance, concern for society and risk-taking. Students develop these Values Attitudes and Attributes by learning in a flexible way, encountering new opportunities, gaining access to diverse viewpoints and becoming more independent as learners.

To find out more about the range of topics and work that goes on within the global classroom, please visit the website at Learning -> Global Campus.

WORK EXPERIENCE

We run a work experience programme for students in year 10. This involves them in placements with organisations in, and around Shanghai during the June activities week. Placements are arranged by the students with some support offered by the school, and we draw on the help of parents and friends of the school to enable these opportunities for our students.

There is an information evening for year 10 parents during the year to explain how the work experience programme operates. Parents who would like to know more are encouraged to contact the Head of Year 10, Ms Lisa Cavanagh.

Ms Lisa Cavanagh, Head of Year 10

e: li-cavanagh@bisspuxi.com t: +86 21 5226 3211

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.

ACTIVITIES WEEK

Our KS3 students take part in a week long activity-centred residential trip. For some this is their first time away from home for an extended period, so this is about individual and social development as well as academic study. It is also an opportunity to develop team-building and cooperation skills. This is a compulsory part of the course.

Precise destinations will be selected during the course of the year, but in 2015 our Year 7 students visited Yangshuo, in rural southern China, where they enjoyed a range of outdoor adventure activities, whilst Year 8 students travelled to exotic Inner Mongolia, where they slept in yurts, rode camels and experienced the local culture. Year 9 students visited the Hebei Highlands on a cultural and outdoor adventure tour, including camping at the Great Wall of China and water sport activities at the Olympic Sailing Centre.

Our Year 12 students also take part in an extended week away from school to Cambodia, where



they work with local children and spend time discovering the culture and history. For many, this is a deeply thought-provoking and bonding experience, and it contributes greatly to their broader education and personal development.

Details of these trips will be sent to parents early in 2015, and there are information evenings where we speak about the trips and allow parents to ask questions.

COMMUNITY SERVICE AND CHARITABLE ACTIVITIES

We believe that charity is an important part of education in the broadest sense, and our students are encouraged to think about what they can do to benefit those who are less privileged than themselves.

Led by our charity coordinator, Mr Daniel Shrewsbury, students arrange and participate in a number of activities through the year. Our students are given opportunities throughout the school year to take part in local projects and to be involved in events that allow them to make friends and give support in the local community. An example of this is our ECA to a local migrant school in Qing Pu Xu, where students visit weekly to support the learning of its pupils. We also take part in the Giving Tree in December, encouraging all of our pupils to support younger children in migrant schools in Shanghai and Suzhou. All students in Years 7 to 9 are required to take Personal, Social, Health Education (PHSE) classes, which include a number of sessions to teach students how they can help the people around them.

Students studying for their IB Diploma must complete the CAS (Creativity, Action and Service) programme where service activities are about giving something back to the local community. A student's service might involve participating in environmental clean-up campaigns or helping disadvantaged members of the community such as the disabled or the elderly.

We believe our students will gain a great deal from giving their time to help others, and we are always keen to hear from parents with causes we can support or who wish to be involved.

THE INTERNATIONAL AWARD

The International Award is an exciting self-development programme available to students aged between 14 and 25. We offer it to students in Year 10 and above.

Details of the award may be found at www.intaward.org and there is also information on our website.

One of the key features about the award is that it expects initiative and independence from the students. We will give them opportunities, but it is up to them to take or leave them. This isn't something we will force them to do – that is entirely outside the spirit and intent of the award. We're quite happy of course, to keep parents in touch with how their sons and daughters are doing, so please contact our IA coordinator, Mr Job Mager (j-mager@bisspuxi.com) if you wish to know more.

SPORTS AND GAMES

We provide both recreational and competitive sport for students. All Year 7-11 students have games lessons during the week, in which they learn to enjoy sport, hopefully laying the groundwork for health and fitness in later life. There are also a range of ECAs after school for all of those pupils who wish to do more.

To find out more about the sports and games programmes, please get in touch with Miss Laura



Byfield (Head of Curricular PE) l-byfield@bisspuxi.com, Mr Thomas Housham (Director of Sport) s-thorley@bisspuxi.com, Mr Jonathan Fudge (Head of BISCAP) j-fudge@bisspuxi.com or Mr Michael Dunphy (ECA Coordinator) m-dunphy@bisspuxi.com.

BISS LIONS SPORTS TEAMS

We run teams in many sports as part of our BISS Lions programme. Students train regularly after school and at weekends, and compete against other schools in Shanghai in individual fixtures and in tournaments.

The newest addition to our extra-curricular programme is FOBISIA. This is a multi-sport competition in which a selected squad of students (maximum 36) compete in swimming, athletics, football and basketball (or T-ball for the primary games) against other schools in our division. The schools in our division are: Dulwich College Shanghai, British School Manila, Jerudong School Brunei, BISS Vietnam, Shrewsbury School Thailand and Dulwich College Beijing. The games split in to U15, U13 and U11s each competing once per year. The U15 games takes place in early November, the U13 games in March and U11 games in May.

Older students, in Years 10 and above, also have the opportunity to compete in ACAMIS (Association of China and Mongolia Schools) tournaments, which take place all over China. Fixture details are in our calendar, and information about the teams running in any given term is available in the ECA guide on our website at Learning -> Extra-curricular activities. Due to the popularity of many of the sports offered we do run try outs for sports. These will usually take place at the start of the first term and the end of each subsequent term. All students are invited to try out for FOBISIA or our swim team but we will not be able to accommodate every student. However, we do offer programmes to ensure all students have access to sports year round.

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 the 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 Music, Ms Charlotte Rakowski via 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 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

Students travelling by car or on foot should arrive at the secondary school by any gate.

Students travelling by bus should arrive at the secondary school by any gate.

Students travelling to school by bicycle or moped, for which they need permission, should enter by the near gate, which leads directly to the bicycle racks. They should lock their bicycle or moped tidily and securely in one of the designated spaces.

All students should make their way to their form room in time for registration, which starts at 8.25am. Form rooms are open from 8.15am.

At the end of the day, students travelling by bus should make their way to their bus as quickly as possible, so that the bus may leave at 3.40pm. Delays are unfair on other students. Latecomers may be left behind, and may therefore have to make alternative travel arrangements.

After ECAs, students travelling by bus should make their way to their bus as quickly as possible, so that the bus may leave at 4.40pm. Latecomers may have to be left behind to avoid other students' travel plan being disrupted.

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.

School Bus Code of Conduct

We like our students to stand out because of their thoughtfulness, courtesy and good manners.

To help with this, we've created a School Bus Code of Conduct from our students' suggestions because we want to ensure a safe and comfortable journey for everyone who uses school buses.

We ask parents to spend a little time reviewing it with students before sending a signed copy back to school.

It asks students to:

- Be polite and respectful to the driver and bus monitor and follow all instructions.
- Act responsibly and not do anything that might distract the driver.
- Wear their seat belt.
- Stay in their seat for the whole journey, and not change seats once the journey has started.
- Arrive on time at the bus stop in the morning and go quickly to the bus at the end of the school day.
- Behave sociably e.g. not using bad language, shouting or playing loud music.
- Treat other students, road users and pedestrians with respect.
- Respect the bus by not eating, drawing graffiti, littering or chewing gum.
- Remember to take personal possessions with them at the end of the journey.
- Further copies of the Code of Conduct may be downloaded from our website.



Bus Monitors

All buses have a bus monitor.

The bus monitor ensures that the correct students leave school on the correct bus.

The bus monitor ensures that all students wear seat-belts and remain seated throughout the journey. No students are permitted to sit in the front seat.

The bus monitor carries a mobile telephone and will contact parents if there is any significant delay to the service on either the outward or return journey.

The bus monitor will attempt to contact parents if a student 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 student and request that the behaviour 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 the relevant Head of Year.

Continued poor behaviour may result in a student's use of school buses being suspended.

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. The instructions for drivers dropping off can be found on our website at [Our Students -> Student Life -> Getting to School](#).

MOPEDS AND ELECTRIC BICYCLES

Our understanding is that Chinese law only allows people aged 16 or over to ride electric mopeds or electric bicycles. We therefore do not allow younger students to ride these vehicles to and from school. We do allow, under certain conditions, students aged 16 or over to ride to school, provided that we have a signed consent form from one of their parents.

These rules apply to all occasions at school. Students without permission may not ride to weekend practices, evening rehearsals, school social events or any other event taking place at the campus.

We require that students:

- ride with care and attention for their own safety;
- ride with consideration towards other road users and pedestrians;
- wear a helmet whilst riding;
- carry no passengers;
- 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 mopeds, but we can't be responsible for the security of the moped 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 obtained from Heads of Year.

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 obtained from Heads of Year.

ARRIVING LATE TO SCHOOL

Our school day starts at 8:25, if students arrive at school after 8.30 they must make their way to their form room as quickly as possible. If they arrive after 8.50am, they should sign in at reception and then go directly to their first lesson. If they don't sign in, we are likely to think they are absent and will call their parents to ask where they are. This can cause concern for parents so it is important students do sign in.

If they are late because of the bus, they don't need to worry about being late, as long as they inform their tutor, as we know that being late isn't their fault.

We want to instil good habits into all our students, and we don't want them to miss any of the important information that is passed on during form time. If students travel independently and are more than occasionally late arriving at school, we will follow this up with them and with their parents.



TRAVELLING BY TAXI

We think that travelling to and from school by taxi isn't appropriate for younger students. Older students too may benefit from the structure of travelling on the school bus of being dropped off by parents. If you think your child needs to travel to school regularly by taxi (rather than for a one off journey) please contact their Head of Year 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 student and for their classmates. The guidance here is designed to promote academic progress and student safety.

TERM DATES

We publish term dates well in advance. This may be found on the website, by choosing Parent Essentials -> Term Dates from the menu.

UNAVOIDABLE LAST MINUTE ABSENCE

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

t: 5226 3211 ext 1801

e: secondaryabsence@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.

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 form tutor to notify us of a future absence. Contact details for form tutors may be found on the website at Teachers and Staff -> Secondary -> Form Tutors & Year Leaders.

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 Secondary, Mr Andrew Lancaster directly, by email or phone:

tel: 5226 3211 ext 1860

email: a-lancaster@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 Heleen Zhang, by email or phone:

Ms Heleen Zhang, School Secretary

e: h-zhang@bisspuxi.com or t: 5226 3211 Ext 1861



SETTING WORK FOR PLANNED ABSENCES

Parents who would like work for a student who is away for a planned absence of more than a couple of days should contact the form tutor. It is not possible to supply all work, as some work has to be carried out in the context of a lesson, but teachers will set what work they can to help a student who is away for a legitimate reason.

INTERNAL AND EXTERNAL EXAM DATES

Internal and external examination dates are fixed and cannot normally be rescheduled. In some cases we may be able to reschedule internal exams in the event of illness.

We would be grateful if you would do everything you can to ensure that students attend school punctually on all days in which they have examinations.

CATCHING UP AFTER AN ABSENCE

Following an absence, it is a student's responsibility to catch up the work they have missed. The daily ODIN emails can help with this.

For students in Years 7-9, asking the teacher at the start of the next lesson is normally sufficient for a short absence.

Students in Years 10-13 should expect to make an active effort to catch up work. This should include copying up notes from classmates and reading up relevant pages in the textbook.

If students are absent for more than a day or two for illness or other unavoidable reasons, parents or students may contact the student's form tutor to arrange for some work to be sent home.

ATTENDANCE GRADES ON TRACKERS

We report students' attendance on trackers, so that parents and students can see clearly their overall attendance to date in an academic year. We use the following scale:

98-100% attendance: Excellent

95-98% attendance: Good

90-95% attendance: Satisfactory

Under 90% attendance: Cause for concern

We don't count school related absences in this. For example if a student is absent from school for an educational visit or ACAMIS event, they get counted as present in school.

Under some very particular circumstances, such as where students are engaged in educational activities outside school that parents have agreed with us in advance, we can issue trackers without attendance data. Please get in touch if you think this applies to you.



Secondary School 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 form rooms at 8.25am. The day essentially consists of six 55 minute lessons.

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
3.35 pm	School finishes
3.40 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 inside the school, rather than outside. IB students may use the IB Centre as normal. Year 7-11 students may use the Sports Hall, if it is available. For health and safety reasons, shoes and trainers need to be removed before entering the Sports Hall and ball games are restricted to basketball only (i.e. not football or any other ball game).

Students are expected to support the above arrangements and restrictions and to act responsibly.

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. Form tutors may give permission for students who arrive before 8.25am to regularly enter the form room when the teacher isn't present. This is a privilege that needs to be earned by the student's continued good



behaviour.

ACCESS TO THE PRIMARY SCHOOL

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

Students should have a legitimate reason to visit the primary school. It is not an extension of the secondary campus for break and lunchtimes.

Students may visit younger brothers or sisters outside at break or lunchtimes, but should follow all instructions issued by primary staff and shouldn't get in the way of the management of break and lunchtimes in the primary school.

Students may not have lunch in the primary school without the permission of the Head of Primary and they may not use the primary playing field or courtyard for games at break or lunch.

FIRES AND OTHER EMERGENCIES

Evacuation procedures are published separately. Regular fire drills are held. Parents are invited to contact the Head of Secondary with any queries about health and safety.

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
- the basement and roof of the building
- any area with a 'Do not enter' sign

LEAVING THE SCHOOL DURING THE SCHOOL DAY

Students in Years 7-11

Students in Years 7-11 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.

IB Students

During lunch time (Y12 and Y13 students).

We allow students to leave the campus during lunchtime provided that:

- they arrive punctually to lesson 5



- they sign out when they go and sign in when they return.
- their trackers show sufficient class and homework effort
- they do not travel anywhere by bicycle, motorbike, moped, scooter or taxi
- they stay within the permitted bounds

This arrangement should be regarded as a privilege which might be withdrawn if these conditions are not adhered to or if there are more general concerns about a student's punctuality to lessons or performance in school.

During independent study periods (Y13 students only)

Students may leave the campus to study at home when there is specific parental permission for them to do so at that time, providing it does not affect their punctuality to lessons or to registration.

This permission will only be granted following a letter from parents and following approval from the IB Coordinator.

In pre-arranged special circumstances (Y12 and Y13 students)

For situations such as medical appointments, visa application etc., one-off permission may be granted to leave the campus if this is arranged in advance by parents. This should be arranged through the IB Coordinator.

CAS Service (Y12 and Y13 students)

This should be arranged with the CAS Coordinator.

STUDY LEAVE FOR PUBLIC EXAMS

Students in Years 11 and 13 have important examinations during the summer term, and appropriate preparation is crucial in ensuring that they gain the best grades possible. We believe that guided revision and working with subject teachers tends to be more successful than long periods of self-study at home. We therefore wish to use every opportunity possible to allow students to study at school. Our policy is to continue with normal lessons until as close to the start of the public exam period as possible.

We will write to parents in plenty of time with the detail of the arrangements for teaching and study leave for a particular year.

Even after the programme of taught lessons has finished for the year, students are welcome to come in to school for study, and teachers will be available to help and support them. They do not need to attend school other than for exams, however.

Students who are in school, for whatever reason, need to be in normal school dress. Since the purpose of allowing students into school during this period is to let them revise in an appropriate environment, once a student's exams have all finished, they should not normally expect to be in school. Students whose exams have finished and who wish to come into school should contact the Head of Secondary for permission.

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 that 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 Secondary in plenty of time to discuss them.

Visitors (both former students and friends of current students) may, by prior agreement with the Head of Secondary, 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.

USE OF SCHOOL COMPUTERS

There are a variety of computer areas around the school which students may use. These areas have slightly different rules for use, which are posted at the entrance to the relevant room.

IB students may make use of the IB Computer Room under the guidelines set by the IB Coordinator.

Computer Rooms may only be used if the student follows the ICT Code of Conduct. In particular, please note that computer games are banned throughout the school.

LOCKERS

Students are lent a numbered locker in which to store personal items and items required for study. Lockers should be used by students only at the following times:

- before school
- break time
- lunchtime
- before and after PE lessons
- after school

It is expected that students will organise themselves so that the locker area does not need to be visited between lessons, so that valuable learning time is not lost. Students should only carry the books they need imminently, as carrying too many heavy books may be bad for students' health. All lockers have electronic locks and students are issued with a key for their locker. If the key is lost, the student will be charged for a replacement.

PE kit should be taken home to be washed between lessons, not stored in lockers. Wet outerwear should not be stored in lockers, but should be placed on the coat hooks provided.

Lockers should be kept clean and tidy and free from graffiti. Students may decorate the inside of their locker with pictures attached by blu-tac or cellotape, but may not write, draw or otherwise mark their locker.

Personal items should be stored inside lockers only, not left on top of the lockers or around the



locker area. Lockers will be inspected periodically for tidiness.

WHAT NOT TO BRING TO SCHOOL

To keep the school community safe, and to help make sure that students are not distracted from their learning, there are some restrictions on what students may bring to school.

Some items should not be brought to school, on to school buses or to school activities by students under any circumstances. These include:

- alcohol
- knives (except pocket knives on IA trips)
- weapons and replica weapons
- illegal drugs and items associated with drugs
- cigarettes and lighters
- firecrackers
- laser pens
- pornography, racist or other offensive material, including digital content on phones, laptops etc.
- chewing gum
- ‘stimulant drinks’ such as Red Bull

Bringing these items into school goes against our good behaviour policy, whether or not the student intends to use the item.

SEARCHING FOR BANNED ITEMS

Occasionally, when we reasonably suspect that a student has brought a banned item to school, we may carry out a limited search. This is done by a member of the school leadership team and the student may be asked to empty the contents of their pockets, locker or bags.

CONFISCATING ITEMS FROM STUDENTS

There are also some situations in which staff members may need to confiscate items from students. These include:

- any of the banned items listed above
- any item that poses a threat to members of the school community
- any item which distracts others from their learning
- any non-uniform item of clothing
- mobile phones or iPods that are being used at the wrong time

Confiscated items of value are locked away for safe keeping. Items are normally returned to the student one week after being confiscated. Mobile phones are an exception to this: so that students will be able to use their phone on their journey home from school, we return mobile phones to students at the end of the school day, on the day of confiscation.

WHAT TO BRING TO SCHOOL

All secondary students need to come to school equipped with basic stationery. Students will be



expected to have a calculator. For Years 7-11 this should be a scientific calculator. IB students require a Texas Instruments TI-83 or TI-84 graphic display calculator. Further advice on models may be obtained from the Mathematics department.

All items brought to school should be clearly named. This is particularly important for clothing.

BIRTHDAYS

We recognise that birthdays are important milestones on a child's journey towards adulthood 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 form period. 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 form tutor; this helps to ensure that our form tutors are able to plan form period activities ahead of time.

We're always delighted to see students wearing 'It's My Birthday' or '14 Today' badges in school on their birthday, especially as it gives everyone an opportunity to wish someone a very Happy Birthday.

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.

Where students need to bring in money for school trips, they should hand it to the receptionist in a sealed envelope as soon as they arrive at school. The student's name, form group, the amount of money and the purpose for which it is intended should be clearly marked on the outside of the envelope.

Any item of value that is brought to school should be placed in the student's locker and securely locked. Valuable items must not be left unlocked and unattended under any circumstances.

MOBILE PHONES AND IPODS

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 and iPods 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.

Students may bring mobile phones and iPods 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, and locked securely in a student's locker throughout the school day.



IPADS

In August 2015 each of the pupils in Year 7, Year 8 and Year 9 will be given a personal iPad Mini (16GB model). This is part of a new initiative at BISS Puxi where each of the children in these year groups will have a 1-1 iPad to use to support their learning. In future only new pupils will need to be issued with an iPad as the iPad will move with the pupils as they move through the school. (Should a child leave the school within 12 weeks of the iPad being issued, the iPad will be returned to BISS Puxi).

iPads will be used in lessons under the direction of the teacher and only when they are considered to improve and enhance learning. By using iPads the children will:

- Have increased opportunities to research independently
- Practise and reinforce learning through a range of approved apps
- Communicate safely electronically
- Share their learning with others
- Learn about the important practices that keep them safe online

iPads are simply one learning tool and pupils will still have a variety of teaching approaches and learning experiences. There will still be a focus on improving handwriting and any typing task will generally be done using a computer rather than via the iPad. Staff will encourage a balanced use of iPads and carefully monitor their use at break and lunchtimes.

We have sought advice from other international schools experienced in the 1-1 iPad model to assist us in our introduction of iPads. As there is currently no arrangement in China with Apple for 'Volume Purchase Pricing' we cannot easily download apps at a school level. Parents will therefore be required to set up the iPad and also an Apple account for their child to download apps. When you receive your iPad, full guidance will be given on a 'Helpsheet' to support this process. Further, parents will be given an Apple 'Helpdesk' phone number, specially issued by Apple to BISS Puxi, in case of any unresolved issues. The school will give a list of apps, many of which have been recommended, and all of which will have educational benefit for the children. Most of the apps required will be free, and any required payment will not exceed a total of 300 RMB per year. We will also be running parent workshops at some time in the first term.

Pupils will be responsible for the care of their personal iPads at all times, and for ensuring that they are charged each day and safely stored in lockers at school when not required in lessons. Parents are responsible for the repair and replacement of the iPad in the event of damage, loss or theft, irrespective of whether this occurs at home or at school. Each iPad will have a sticker which identifies it as your child's and we suggest that you may consider getting it engraved with your child's name. You will also need to purchase a suitable case that robustly protects the iPad.

We ask that parents regularly check that the iPads are being used responsibly and safely at home. The school iPads should be used for educational purposes and will become a useful individualised learning tool as your child moves through the school. On a daily basis, pupils need to ensure that their iPads are fully charged at home and ready to bring to school.



LOST PROPERTY

Students should report any lost items to their form tutor 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. Named kit and equipment is also significantly easier to return to its owner.

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 form tutor or Head of Year to be in touch with you about valuable items within 48 hours, whether or not we've been successful in finding them.

Lost property is held by the School Secretary. Form tutors are emailed with details so that they can highlight items to students. Students may go to see the School Secretary at break or lunchtime to enquire about lost property items.



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 instils pride and promotes our ethos of being the best that we can be. It also helps to develop good habits and so we expect students to arrive at school each day in clean clothes, worn in a tidy manner. We expect our 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 correct uniform.

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

Whilst students are playing sport on either the field or basketball area during breaks, their top buttons may be undone and shirts may be un-tucked, but uniform needs to be readjusted when the game is over.

We ask that you to pay close attention to the details below outlining what can and cannot be worn to school. It also outlines our expectations in terms of items of jewellery, make-up, hair styles and nail varnish.

IN SCHOOL

- Black, flat, formal leather shoes
- Dark blue or black socks or tights
- Grey school trouser or school uniform skirt (should be no shorter than just above the knee)
- Plain black leather belt (optional)
- White collared shirt
- School tie
- School uniform V-necked pullover (optional)
- Plain white T-shirt worn under the shirt (optional)

FOR PE LESSONS

- BISS Puxi Shorts/Tracksuit Bottoms
- BISS Puxi Polo T-shirt
- BISS Lions Sweatshirt or BISS Lions Tracksuit Top
- BISS Puxi PE fleece (optional)
- House T-shirt
- BISS Puxi PE kit bag
- School baseball cap (optional)
- White sports socks or black BISS Puxi football socks.
- Black ankle-length leggings during cold weather
- Trainers
- Football boots or astro-turf trainers for football and rugby. Normal running shoes are not appropriate as a stud can go through the soft top of the shoe and damage the foot.
- Shin-pads will be required for football, rugby and hockey.



- A gum shield should be worn for rugby and hockey.
- A black/dark navy blue swimsuit and swim hat. Boys must wear black/dark navy blue trunks or swim shorts which must be above the knee. Girls must wear a one-piece swimsuit. Rash vests can be worn by any pupil. School swimwear is available from the school shop. Students should also bring a towel.
- Goggles

FOR DRAMA LESSONS

- Performing Arts polo shirt

TRAVELLING TO AND FROM SCHOOL

- Dark, plain winter coat
- PE fleece worn as outer coat (may be worn outside at break times)
- Dark, plain hat, scarf, gloves (optional)

THE FOLLOWING ITEMS ARE NOT ALLOWED IN SCHOOL

- Trainers (except for PE lessons)
- Canvas shoes
- Cardigans
- Colourful T-shirts under shirts
- Leggings (Black ankle-length leggings during cold weather for PE only)
- Footless tights
- Belts with an ostentatious buckle or decoration
- Hooded sweatshirts
- Denim jackets
- Leather jackets
- Bright-coloured coats
- Jewellery (other than one discreet stud in each ear lobe for girls only)
- Ostentatious hair accessories (discreet hairbands only)
- Make-up
- Nail varnish
- Unnatural hair colours
- Unconventional hairstyles

SCHOOL UNIFORM SHOP

The uniform shop, which is located in the Primary school, is open from Monday to Friday, from 9:00am to 3:30pm. We highly recommend that you buy black school shoes before you come to China, as they can be quite difficult to source here.

LABELLING CLOTHES AND OTHER ITEMS

All clothes worn to school should be clearly labelled on the inside of the item with the student's name. We do have a lost property area in which we keep clothing and bags found in school. We make every effort to reunite items with their owners, but this can be very difficult if they are not named. Any uncollected items are donated to charity at the end of each school year.

LETTING US KNOW ABOUT UNIFORM PROBLEMS

We understand that there are sometimes genuine problems that prevent students from being able to wear uniform, such as torn clothing or missing shoes. In these circumstances, we would



be grateful if parents could write a brief note or email to their child's form tutor.

IB DRESS CODE AT BISS PUXI SECONDARY SCHOOL (YEARS 12 & 13)

The IB dress code plays an important role in contributing to the ethos both of the IB academy and also of the wider school. An independent and mature approach to learning is one of the key aims of the IB Academy. It is only a short step to university and the world of work and a responsible dress code will prepare students for both worlds.

GIRLS

- 2 piece formal skirt or trouser suit (skirts should be no shorter than just above the knee)
- Tailored dress with jacket
- Blouse or formal work appropriate top
- Neutral coloured, flat formal shoes
- Jewellery and make-up may be worn, but must be suitable for a professional business environment

BOYS

- 2 or 3 piece formal suit
- Collared shirt
- Tie
- Black or brown flat, formal leather shoes
- Must be clean shaven

THE FOLLOWING ITEMS ARE NOT ALLOWED IN SCHOOL

- Trainers
- Canvas shoes
- Heels
- Flip flops
- Transparent clothing
- Leggings
- Shorts
- String-strapped tops
- Clothing which is revealing
- Any piercings other than one in each ear lobe (girls only)
- Unnatural hair colours
- Unconventional hairstyles

OTHER ITEMS

Students need a suitable bag to carry books, pens and other items around the campus during the school day, and to take work between home and school.

Suitable bags are available from the school shop, but students may bring their own bags provided that they are of a sensible colour and design, and that they do not have ostentatious logos or patterns.



LOST PROPERTY

Lost, un-named clothing and bags are held in Lost Property. We make every effort to reunite items with their owner, but this can be very difficult if they are not named. Uncollected items are donated to charity at the end of each school year.



Food and Drink

Meals form an integral part of the day, when children learn not only good table manners, but have time to socialise with their peers in a relaxed, supervised atmosphere.

Our school teaches all children about the importance of hygiene, eating healthy meals and taking exercise as part of a balanced lifestyle. It is our policy to provide nutritious food at all meals and snack times without the use of large quantities of fat and sugar, ensuring children receive only food and drink consistent with their dietary needs and their parents' wishes.

Lunches are freshly prepared daily on the premises by our kitchen staff. All potato dishes and vegetables are fresh. Cakes and puddings are freshly baked or made to our daily requirements. Fruit is always available as an option, as well as the daily dessert option. We always ensure that meals are varied and nutritious.

SCHOOL LUNCHES AND SNACKS

Food should normally be eaten in the Dining Hall or the outdoor dining area only. We organise an early lunch sitting for students who will be attending lunchtime activities, so that they do not need to carry their lunch around the school site.

Exceptions to this:

Students in Years 7-11 may eat ice-creams outside the school buildings.

IB students may eat in the IB Centre rather than the Dining Hall if they prefer, but may not carry plates of food (they may carry a wrapped sandwich or snack) between there and the Dining Hall. Under no circumstances should they eat whilst moving around the building. Cold drinks, but not hot ones, may be taken from the Dining Hall. Students should not drink whilst walking around as this can result in accidents and spillages.

All students should understand and follow our Dining Hall Code of Conduct, which is aimed at ensuring the Dining Hall is a civilised and pleasant environment for everyone.

DINING HALL CODE OF CONDUCT

We expect all students to follow the code of conduct for the Dining Hall. In essence, this asks them to behave courteously and politely to help to make break times and lunchtimes a pleasant experience for everyone. This kind of education is important, and we want to make sure that our students know how to behave in social situations.

Areas that we focus on include queuing, consideration towards the Dining Hall staff, not forcing others to share food, table manners and clearing up after their meal.

LUNCH CARDS

Students use school lunch cards (smart cards) to pay for meals, drinks and snack in the Dining Hall. We arrange for parents to purchase these when they first arrive, and we suggest an opening credit of 500RMB.

Secondary students are responsible for looking after their own lunch cards and for keeping them in credit. They are notified by letter when the balance is low, and they should then bring money



(we recommend 500RMB at a time) to top it up. Students who become overdrawn may be restricted in what they can buy.

We do not normally contact parents directly about low balances: this is part of encouraging students to take responsibility for their own lives. If, however, a student's balance becomes significantly overdrawn, form tutors will contact parents to let them know.

Please be aware that our catering company, SLETO, are only able to accept payment by cash and not credit or debit cards.

We make a small charge, currently 30 RMB, to cover the cost of a replacement lunch card where the original has been lost.

Unused balances are refunded when a student leaves.

RECHARGING LUNCH CARDS

Lunch cards should be recharged in the Dining Hall before school. This helps to avoid delays in the lunch queue and students carrying large amounts of money around during the school day.

DRINKS

Students may not bring highly-caffeinated 'stimulant' drinks to school. These include 'Red Bull' and other drinks marketed as stimulants. Students may bring other soft drinks to school but these are to be consumed during breaks only. Hydration is important for learning and, for this reason students may drink water, but only water, during lesson time.

Students may take other bottled drinks, but not hot drinks, from the Dining Hall but may not take them to the library or to lessons.

TAKEAWAYS AND FOOD DELIVERIES

Students may not order food or drinks for delivery to school. Nor may they bring food back into school from local food outlets.



Our Learning Resources Centre (LRC)

The Learning Resources Centre (LRC for short) is a facility designed to support the teaching and learning in the school. It is available whenever the school is in session, and we encourage students to use it for research, for quiet work and for private reading.

THE SCHOOL LIBRARIAN

The LRC is managed by the School Librarian. She maintains an appropriate working environment, and is on hand to advise students about any aspect of using the LRC. She provides support to English teachers who run introductory sessions on using the LRC.

School Librarian: Ms Sarah Marnat Olivera (e: s-olivera@bisspuxi.com).

WORKING ENVIRONMENT

The LRC is a quiet working environment, designed to provide a place for students to study when they wish to.

Students may not eat in the LRC. They may drink bottled water only.

PHOTOCOPYING

A photocopier/scanner is available to students in the LRC. This is freely available without charge for small quantities of black and white photocopying. Some students who require colour photocopying for their academic work may be authorised for limited colour use.

BORROWING BOOKS

Students may borrow both fiction and non-fiction books from the LRC. The number of books they may borrow and the period of time they may borrow them for depend on their year group. Details are published in the LRC.

OVERDUE LOANS

Overdue loans incur small fines, which are donated to charity. This is to develop a sense of responsibility in students about the commitments they have.



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 has two primary functions: firstly to promote social integration and interaction and secondly to support the school in fulfilling its social responsibilities by raising money for and working alongside children's charities in Asia.

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 at the start of and throughout the school year. 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.

SECONDARY ROOM PARENTS

Some of our parents support the secondary school through their role as room 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. We'll be asking for volunteers from people who are interested in taking on the role for various yeargroups and/or forms. If you are interested, please get in touch with your son or daughter's form tutor.

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 Principal and Head of Secondary to talk about the school, to offer constructive criticism and 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 Principal's PA, Mrs Catherine Sharman(c-sharman@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.



Student Council

The Student Council aims to provide a forum for students to represent the views of their peers in discussions with staff about issues that affect them. Their input into such matters as food, homework, planners, charity events, uniform, student ID cards and many other things is an important part of keeping the school running smoothly.

Learning to work in a different way than normal with teachers and how to participate effectively as part of a group is invaluable educational experience too.

For students in Year 12 and 13, there is an IB Student Committee to which students are elected. Members of this committee represent students at Academy meetings and work to promote and improve the IB Academy



Our House System

Our house system helps to develop students' social awareness and a sense of pride in working as part of a team.

Each student joins one of our four houses, named to remind us of some Chinese highlights:

- our blue house CHANG CHENG, the Great Wall of China;
- our red house JIN MAO, Shanghai's iconic skyscraper;
- our yellow house HUANG HE, the Yellow River;
- our green house TAI SHAN, the Tai Shan Mountain.

A spirit of friendly competition permeates activities through the year. Students earn house points for academic achievement, arts, sports and good behaviour, and these are collected and celebrated at assemblies throughout the year. There are many other inter-house competitions, in which children have a chance to shine: sporting competitions; spelling bees; mental maths; public speaking; general knowledge quizzes; dance and talent competitions.

Sports shirts in house colours allow students to feel that they are part of something bigger than themselves, and we enjoy sharing their challenges and successes with them. Sports day is a highlight every year, and our teachers help students to be involved in events that challenge them and allow them to give their best. Competition is always friendly and fun: motivating, but never too serious.