



BRITISH VIETNAMESE INTERNATIONAL SCHOOL
HANOI
A NORD ANGLIA EDUCATION SCHOOL

Parent *Handbook*

Secondary





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WELCOME

A very warm welcome to the British Vietnamese International School, Hanoi.

The purpose of this handbook is to provide essential information about school routines and expectations. Please take some time to read through the information so that you can be better prepared to support your child at school. If, after reading the booklet, you still have unanswered questions, feel free to approach me or my colleagues directly and we will do all that we can to clarify things for you.

Learning is a collaborative activity with children receiving help from a variety of places. Best results are achieved when parents, child and the school work in harmony together. Your continued interest, involvement and support are essential for the on-going development of your child and will be very much welcomed and appreciated by the school.

We understand that starting at a new school can be daunting for many children. Please be assured that we will do all that we can to help your child feel comfortable at school and to help them settle in quickly.

The British Vietnamese International School has since February 2015 been a part of the Nord Anglia Family of schools and you can be confident in the choice you have made. We feel very proud of the educational opportunities available to our students and we are sure your child's time with us will be happy and successful.

I look forward to meeting you in due course.

Principal

Head of Secondary

BVIS MISSION STATEMENT

The British Vietnamese International School seeks to provide an outstanding education through dual language instruction in English and Vietnamese. Students become independent learners by means of enquiry, reflection and perseverance. At BVIS, we act with integrity and treat one another with care and respect, learning together as responsible global and Vietnamese citizens.

BVIS achieves its mission by:

- Nurturing proficiency in Vietnamese language in the formative years
- Ensuring the early acquisition of English
- Celebrating and protecting Vietnamese cultural customs and traditions, and providing a meaningful context for students of other nationalities during their education in Vietnam
- Making secure a sense of Vietnamese place and history
- Fostering universal values such as personal integrity, respect for others, care for community and a responsible approach to global issues
- Nurturing independent learners who are enquirers: proactive, responsive, creative, collaborative, reflective, flexible, enterprising and able to persevere
- Achieving true bilingual proficiency upon graduation



I. GENERAL INFORMATION

1. Admissions

The school reserves the right to update the terms and conditions for parents, as and when the need requires it. Parents should therefore refer to the most-up-to date Admission Contract Terms and Conditions (found on the website here) to see the responsibilities of both the parents and the school.

The Admission procedure is at the discretion of BVIS. Parents are advised to submit the following documents:

- The Admissions Application form
- Previous school reports and transcripts
- The Application Fee
- A copy of Birth Certificate
- 2 very recent child's passport-size photos
- Appropriate medical records

The Admissions Team will contact parents regarding the Entrance Test. Where possible, the Principal or Head of Secondary will meet all applicants and their parents.

Selection is based on places available and the applicants' suitability to follow the BVIS curriculum. The Principal's decision regarding offers and year placement is final.

2. BVIS and Vietnamese Heritage

BVIS places a Vietnamese perspective at the heart of all school planning, helping us to shape our unique school culture. From an early age, respect for family and wider society is nurtured, safeguarding those traditional values that lead to good citizenship. A sense of Vietnamese place, history and literature will be delivered via our distinctive dual language curriculum, ensuring that every student engages with Vietnam's rich heritage.

2.1 Personal, Social and Health Education (PSHE)

PSHE is the planned provision for personal and social development. It helps students develop a secure sense of identity and to function well in the world. PSHE includes 4 core elements:

- Acquisition of accessible, relevant and age appropriate information
- Clarification and development of attitudes and values that support self-esteem and are positive to health and well-being in line with the BVIS mission statement
- Development of personal and social skills to enable emotional development and interaction with others as well as making positive health choices and actively participating in society
- A growing sense of personal responsibility and independent learning that prepares students for life beyond BVIS

Research consistently shows that PSHE provides young people with the knowledge and skills they need and require in order to make the decisions in life that are right for them and that assist them to negotiate fulfilling and healthy relationships.

The PSHE curriculum at BVIS is based on England's non-statutory guidelines for PSHE and the programme of study for Citizenship, a compulsory subject in British schools. The Vietnamese Civic Education is delivered by Expat and Vietnamese teachers. Both the topics studied and the activities on offer are adapted to reflect the British Vietnamese

International School’s student body, our mission and to reflect the Vietnamese personal and social development curriculum. The curriculum can be seen as seven overlapping strands:

- Emotional Health and Wellbeing
- Diet/Nutrition and Healthy Lifestyles
- Drugs, Alcohol and Tobacco Education
- Safety Education
- Sex and Relationships Education
- Careers Education
- Study and self-leadership Skills

3. School Structures and Timings

3.1 Calendar

The calendar is posted on the school portal and public website and is available in printed form from the school office. www.bvishanoi.com > Parent Essentials > Term Dates

3.2 Lessons timings

Period	Time	Duration
Form Period	08:30	15 minutes
1	08:45	50 minutes
2	09:35	50 minutes
Break	10:25	25 minutes
3	10:50	50 minutes
4	11:40	50 minutes
Lunch	12:30	50 minutes
5	13:25	50 minutes
6	14:15	50 minutes
ECAs Mondays/ Thursdays	15:10	60 minutes

3.3 Calendar of events

The events calendar is also published early in the school year. It is subject to change and is updated as and when necessary. Changes are communicated through the school website.

4. Communication

Students are grouped into Tutor Groups. This group registers with their Tutor every day. Lessons may also take place in Tutor groupings. The Tutor is the first point of contact regarding any academic and pastoral concerns. Parents should seek to establish good lines of communication with their child's Tutor.

4.1 BVIS Weekly Communications

The BVIS Newsletter allows us to share events on a very regular basis. Please visit the BVIS website to read all about school events, trips, clubs, learning, sports, drama, music and more.!

4.2 Notice boards

Parents may request to have notices posted on the Community notice boards - please ask at the front desk.

4.3 School Magazine

There are available for parents to read in reception areas.

4.4 School Yearbook

This will be sent home to every student at the end of Term 3 and provides a colourful souvenir of the year.

4.5 Parent Teacher Group (PTG)

The school has an active PTG. The main aim of this group is to promote and enhance the standing of the school, the wellbeing of BVIS students and the development of relationships between parents and teaching staff in order to build a strong and united school community. Furthermore, the PTG is committed to assisting the school in raising and dispersing funds and/or providing resources to assist in various projects. The PTG is not intended to be an opportunity for parents to seek to direct the management of the school and is not the forum for complaint procedures. There are separate mechanisms for this, if this ever arises.

4.6 Letters home

Letters are sent home with students as required or by email. Copies are kept with the secretary and a prompt for important ones is issued in our weekly bulletin. Swift parental response is appreciated.

4.7 Learning Platforms

Within school, extensive use is made of Microsoft Teams. This aids effective communication with students and their parents about the learning that is being undertaken. The use of learning platforms is a highly effective part of blended learning.

4.8 Golden Emails

Parents historically have appreciated being kept informed of their child's golden moments. These relate perhaps to effort, behaviour, kindness and represent a fuller picture of your child.

5. Absence and Lateness

5.1 Absences

If you know that your child is going to be absent from school, then you must inform the school of that, giving reasons for the absence. This can be a handwritten note, a phone call or an email:

- Call - The Secondary PA or Reception
- Note - Form Teacher

- Email - The Secondary PA and Form Tutor

If a child is absent with no word from home, the school office will call to check where your child is. Your child's attendance (including absences and late arrivals at school) will be a part of the end of term report. Every Secondary lesson is registered. In the event of a child being absent from a lesson, the relevant Key Stage Coordinator and Assistant Head (Pastoral) are actioned to ascertain the child's whereabouts.

5.2 Lateness

The register is taken before classes start at the beginning of the morning session. A note is made on the register to indicate absent students and late comers. Any child arriving late to school needs to report immediately to the school office to collect a late slip which is then taken by the child to their class teacher.

The Head of Secondary will become involved with those who are frequently late to school.

If you know in advance that your child is going to be late or needs to leave school early on a particular day, then a message should be sent to the school the day before.

5.3 Leaving early

Where possible, dental and doctor's appointments should be made outside of the normal school day. If this is unavoidable, and a student needs to leave early due to a dental/doctor's appointment, they should bring in a signed note from home. If none is presented, the school will phone home to check with parents. Absences for holidays, family business or other activities without adequate explanation or no prior notification will be classified as unauthorised.

Students should always sign out at the Reception desk.

5.4 Contact with the School in case of out of hours emergencies

The school has in loco parentis responsibility for students whilst they are in school or on a school-approved activity. If, for any reason, parents need to contact the school for an out of school emergency, they should contact the relevant Head of Section, through their PA.

Secondary: Ms Duong Hong Phuong | phuong.duonghong@bvishanoi.com | Hotline: 0986 199 945

6. Dress Code

6.1 General appearance

How students wear their uniform often gives others lasting impressions of the school they attend. Students who present themselves well earn respect for themselves and their school because they have shown respect and pride in their own appearance and who they are.

Girls

- School blouse - plain white or blue (depending on year group), should be recently pressed or ironed
- Skirt - beige or dark blue, school issue
- Pullover - only school pullover may be worn
- Fleece - only school fleece may be worn
- Socks - short, plain black for boys and white for girls
- Shoes - clean and polished black leather (no suede, trainers/sports shoes or thick soles - max 2cm)
- Hair should be neat, clean and of a natural colour. Students with dyed hair can expect to be asked to dye it back again to its natural colour. Hair should be held back by a soft hair band (no bobbles, tiaras or hard 'Alice' bands)
- Make-up, coloured contact lenses and/or nail varnish are not allowed
- Jewellery - small items will be allowed, within reason. The Head of Secondary will decide whether what you are wearing is within the spirit of the rules, as a rule of thumb: one pair of plain earrings or studs; one plain ring; one plain necklace; bracelet-friendship bands within reason; no tattoos or body piercing

Boys

- School shirt - plain white or blue - worn tucked-in. It should be recently pressed or ironed
- Trousers - long beige or dark blue trousers, worn at the waist and tailored so that the bottoms just cover the tops of the shoes or beige shorts (both school issue only)
- Pullover - only school pullover may be worn
- Fleece - only school fleece may be worn
- Socks – short, plain and black
- Shoes - clean and polished black leather (no suede, trainers/sports shoes or sandals)
- Hair is to be short, off the collar and not obscuring the face. Hair should not be dyed. Students with dyed hair can expect to be asked to dye it back again to a natural colour. Boys may not wear their hair tied up at any stage in school time
- Boys may not wear earrings at school
- No tattoos or body piercing are to be visible during time at school
- Belt - black leather.

GIRLS

School blouse – plain white (Years 7-11) or blue (Years 12 and 13) with badge. Should be recently pressed or ironed



BOYS

School blouse – plain white (Years 7-11) or blue (Years 12 and 13) with badge. Should be recently pressed or ironed



NO long sleeve, under garment is to be worn; if cold, the pullover or fleece should suffice.



Skirts or skorts – beige (Years 7-11) or Blue (Years 12 and 13), school issue



Trousers/shorts – long beige trousers (Years 7-11) or long navy blue trousers (Years 12 and 13) worn at the waist and tailored so that the bottoms just cover the tops of the shoes or beige shorts (both school issue only). Shorts may only be worn by Years 7-9, school issue



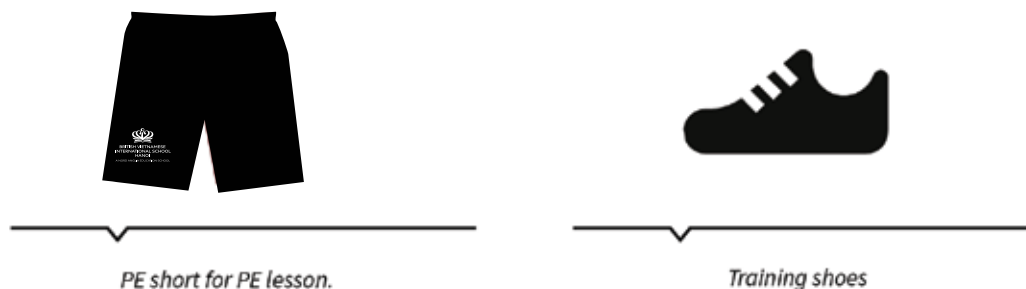
6.2 PE, Drama and Dance

- All students should have their House T-shirt, which will be worn for all House sporting activities and PE during the school year
- Only approved Drama/Dance clothes should be worn during those lessons
- Students should not wear a combination of school uniform, PE Kit or Drama clothes or footwear at any time and should not change out of school uniform, including changing into trainers, before leaving school.

We expect that parents and students to support this dress code by ensuring that only correct items are bought, that worn or frayed clothing is replaced promptly and that students leave home appropriately dressed.



All students should have their House t-shirt, which will be worn for PE and House activities during the year.



7. Lunch

Students eat their lunch in the Dining Hall. Meals are included in the school fees. Menus are available on the school website under Parent Essentials and Lunch Menu at:

www.bvishanoi.com > Parents' Essentials > Lunch Menu

8. Equipment

8.1 Equipment

Students will be given all the relevant exercise books, files and folders needed for their lessons. Every day, children should bring the following equipment from home:

- A large pencil case to store pens/pencils etc and calculator
- It is also a good idea to bring in a folder, with file dividers, to keep worksheets and loose papers tidy, together with a notepad of lined paper
- All equipment and books should be carried to school in a sturdy bag which is sectioned off to help organise equipment effectively and prevent damage to any of the materials being carried. The bag should fit into the student locker provided at school.

Calculators - Students need to have a scientific calculator - these should not be programmable or graphical. It is a good idea to buy a spare battery at the same time as buying the calculator and keep the instruction booklet safe.

Please label the calculator with your child's name.

8.2 Computer Equipment / 'Bring Your Own Device' (BYOD)

Each student is expected to 'Bring Your Own Device' to school each day. For students in Years 7,8 and 9 this has to be an Apple iPad. The school will guide parents in this matter. For students in Years 10, 11, 12 and 13 this should be a laptop. These devices will be used in almost every lesson, and often homework tasks will be set through Microsoft Teams, Its Learning, or other suitable electronic platforms and apps designated for use by the teaching staff. Monitoring software is also available for ensuring effective use of devices. Whilst there are IT Suites and bookable resources for student/teacher use, the school does not have individual laptops to lend to students. These are vital pieces of equipment for school life.

8.3 IT pledge

All students are expected to sign a pledge which parents should also counter-sign.

The computer network is owned by the school and is made available to students to further their education. The school's Network Use and Internet Pledge has been drawn up to protect all parties - the students, the staff and the school. Below is an example of the IT pledge.

Students using the network or accessing the internet should sign a copy of this pledge and return it to their Form Teacher. Parents are asked to sign the document as acknowledgement that they have discussed its content with their child.

- Students must add a unique school identification number to their device name for the device they plan to use in school. This will be conducted within school
- Activity which alters or corrupts others' work will be treated as vandalism
- Students may not alter default settings on the school's computers or software
- All internet activity should be appropriate to the student's education
- Access should only be made via the authorised account and password which should not be made available to any other person

- Activity that threatens the integrity of the school IT networks or activity that attacks or corrupts other networks is forbidden
- Students will be given their own school email account which they should use only under teacher direction and not use other web-based email
- Users are responsible for all emails sent and for contacts made that may result in emails being received, as it can be forwarded or inadvertently be sent to the wrong person. The same standards regarding language and content should be applied as for letters or other media. The use of IT services to conduct cyber-bullying is strictly prohibited
- Students may not access chatrooms, use 'Messenger' or play/download games. The use of the school network for personal financial gain, gambling, political purposes or advertising is forbidden.
- Students must conform with all copyright laws and protocols
- Posting anonymous messages and forwarding chain letters is forbidden. Posting negative comments or harmful gossip about classmates is taken very seriously by the school - whenever or wherever posted
- Use of the network to access inappropriate materials such as pornographic, racist or offensive material is forbidden
- Appropriate use during activities will be made clear by the activity leader.

Instances of improper use of the internet or the network will be dealt with by senior teachers at BVIS . In such cases, the school reserves the right to examine or delete any files that may be held on the school network or to monitor any internet sites visited

Name (Student) Form

Signed (Student)

(I agree to abide by the conditions above.)

Signed (Parent) Date

(I have read the statement above and have discussed the conditions with my child.)

** The Secondary Leadership Team are very happy to support parents in the formulating of good practice at home so that devices support learning and are not over- or misused.*

8.4 Lockers

At the beginning of each year, all students are issued with a locker. Students are responsible for bringing their own padlock for their locker, with combination locks being recommended for any students who might otherwise forget or lose a key. Form Tutors will keep a log of combination codes in case a student forgets. These lockers are for looking after any valuable items that they bring to school. Electronic equipment, e.g. mobile phones, mp3 players, should not be used between 08:30 am and 15:00 pm and should be kept in lockers between these times. Students should also use their locker to store their bag during the school day, only taking the relevant books and equipment to each lesson - there is time at the ends of break and lunch for students to visit their locker before the next lesson.

8.5 Printing at school

Students may be required to print their work at school if directed to do so by a teacher (for display, for example).

There is a record kept for each pupil and more general printing should take place at home.

9. Medical Information

The Medical Centre is situated near the Main Gate of the Secondary, with entrances from both the Secondary and Early Years' sides . A Waiting Room is just next door for parents in the event that a child needs collecting to go home from school.

The School Nurse in the Medical Centre works together with the teachers and staff to provide a high level of care for children who are sick or hurt during the school day. However, to reduce the chances of spreading infection and making other children ill, please do not send or bring your child to school if he/she has any of the following:

- Fever
- Diarrhoea
- Vomiting
- Contagious disease
- Head lice

Students should have a recovery period of **48 hours at home** after the cessation of symptoms to avoid unintentional and avoidable infection of others. Please remember to inform the school if your child is absent because of illness by calling Reception on 024 6266 8800.

A child with an infectious condition (a disease or illness which can easily be passed on to other people) will be sent home. They may come back to school only after the risk of infecting other children has passed. Please call the school to let us know if your child becomes ill with an infectious condition. We can then watch and monitor other children for similar symptoms.

Nurse

A fully qualified nurse is on site during school hours. Her office is located in the Medical Centre.

To visit the School Nurse, all students must get permission from their class teacher, written into their Student Diary. For example, a student needing to visit the nurse during registration should go to the Form Teacher for permission. Students needing to visit the nurse at 9:00 should go to Period 1 and ask their Period 1 teacher.

For students who arrive at the nurse during break or lunch, the nurse will e-mail the Form Teacher, Key Stage Coordinator and next Subject Teacher.

Parents should check their child's Student Diary for evidence of all visits to the school nurse.

For further information regarding the Medical Policy and procedures, please see below in the relevant section.

9.1 Medical Policy

Students must NOT bring medication to school without notifying the school in advance and take it without adult supervision. The school nurse will look after medicines (in the original box/container) sent in with a child and will supervise the student taking them in the infirmary in the correct quantity at the proper time. Medicines will only be given if there is a written and signed note from a parent/guardian.

The School policy requires that only the nurse is to give medicines where it is clear that they will help control pain or fever. On the understanding that it is not always easy/necessary to contact parents or guardians, we will not always ask for permission before giving medication for pain relief or fever. However, if you do not wish any medication to be administered to your child by the school nurse without your authority please let us know. Please indicate if there is any reason why your child should not be given a particular type of medicine (e.g. an allergy). This information will be passed on to the school nurse.

Parents are required annually to verify or amend contact details and medical consent to ensure the highest standards of care in the case of an emergency can be maintained.

9.2 Accident Policy

For common complaints, e.g. headaches, period pain

Minor incidents (scrapes, cuts, etc.) will be dealt with as deemed appropriate by the School Nurse, teacher or assistant, using basic first aid techniques. An Accident Report Form will be completed at school and retained as a record of the event. We take accidents and incidents very seriously and use the recording of these to shape future best practice with regard to Health and Safety.

If, in the opinion of the nurse, the student is too ill to remain in school and has been with the nurse for at least an hour or more, then parents shall be contacted and asked to take the student home.

Medical emergencies

If an accident or sudden serious illness occurs at school, we will make every effort to contact parents. Please keep the office informed of any change in home, business or emergency phone numbers.

When a medical emergency situation arises we will transport the child to the hospital designated in compulsory medical insurance for students unless parents have specified a different clinic or hospital. A responsible adult from the school will accompany the child to the clinic and await the arrival of the parents. An Accident Report Form will be completed and kept as a record. The parents need to bring student ID card and medical card to the hospital for hospital procedure and payment.

Allergies/Ongoing medical problems

Please ensure that the school Medical Form has been completed and returned to school. If you have not filled in this form, please request one as soon as possible from the school office. Parents should notify the school in writing and speak to your child's teacher about any new allergies (regarding food or medication) that your child may have, or any change in the contact details or medical condition. From time to time we will ask parents to update the information we have by asking for a new form to be completed.

10. Security Procedures

10.1 Visiting school

Parents are always welcome at the school. It is advisable to make an appointment to ensure that the relevant person is free. Please call the Reception on 024 6266 8800.

Visitors should collect an Identity Tag at the guard-house. These visible tags indicating visitor and parent status should be worn for the duration of the visit to the campus.

10.2 Beginning of a week day

No visitors before 08.00, unless by prior arrangement.

10.3 End of a week day

No entrance by visitors after 17.00, unless by prior arrangement.

No entrance by parents/pupils after 18.00, unless participating, watching or collecting from a school authorised event.

Traffic outside school becomes congested at the beginning and the end of the school day. Extreme caution should be exercised at all times. For picking up and dropping off students, drivers are instructed to follow the school guidance exactly. No cars are to obstruct other road users or be parked on the pavements. Students, if walking to school, should make sure to use the pavements for their own safety.

10.4 Weekend

School is closed to visitors, children and parents throughout the weekend.

Gate control may be relaxed for approved activities like social events. During all of these events the duty of care for the children lies with the parents, not the school.

Gate control can only be relaxed with the advance written approval of the Head of Secondary, Business Director or Principal.

10.5 School bus

Our bus service is managed internally by our own Bus Coordinator, who is a long-standing member of the Facilities Department. Through a contractual arrangement with a 3rd party, the school provides bus services to and from many districts within Hanoi. BVIS takes its responsibilities to parents and students extremely seriously. We conduct rigorous, random checking procedures for driver/bus monitor performance and vehicle quality, the registering of all students using this service on and off the bus, and frequent and regular meetings with the management of the contractor and BVIS staff to review and maintain a high level of service, safety and comfort.

Arrival and departure from school is a carefully managed process that ensures no buses are moving until all vehicles have their required passengers. All buses are fitted with seat belts, sick bags, first aid kits and emergency evacuation equipment (hammer, fire extinguisher) to ensure student well-being. Bus monitors are equipped with mobile phones to communicate effectively with school management staff, with parents and carers who may be collecting their child(ren) at drop off points. Our Bus Coordinators communicate closely with parents.

All students are required to follow essential safety standards of being seated, wearing belts throughout the duration of the journey, and are required to behave well, respecting all staff and other users of the bus service. The bus monitors are acting in lieu of BVIS staff and therefore are to be respected and their instructions followed by all students using this service. Failure to follow these instructions may lead to students being asked to find alternative transport to school. In this eventuality, there will be no refund of bus fees.

10.6 Break times

There are always staff on duty to supervise children in the outdoor areas and dining hall.

There are designated areas for pupils of differing ages to play various types of sports and activities during this time.

10.7 Play area apparatus

Students should keep their shoes on in the play area and wear the correct footwear at all times. There are also areas where children can sit quietly, if they wish.

10.8 Classrooms

- Students are not allowed in the classrooms without an adult being present
- Students are taught how to use classroom equipment safely
- No hazardous liquids are stored in the classrooms and all cleaning materials are stored in lockable areas that are out of bounds to children
- No medicines are stored in the classroom except for asthma inhalers (with the knowledge of the class teachers and the school nurse)
- Students are not allowed in the swimming pool area, Sports' Hall, Computing and Science labs, Library or Dining Hall, unless accompanied by a supervising adult.

10.9 Pastoral Care

Young people need support in developing emotionally and socially so that they are most appropriately able to use their thoughts and feelings to guide their behaviour and develop personal awareness, emotional resilience and other social skills. This will enable them to enjoy and manage their lives now and in the future, to become effective learners and active citizens.

Essential to this process are the Form Tutors who have regular contact with the students and maintain academic and behavioural overview of the students in their form. They are fully assisted by the Key Stage Coordinator and Assistant Head (Pastoral).

The school's Personal, Social and Health Education (PSHE) programme is a very important part of this and will be overseen by the relevant Key Stage Coordinator and the Assistant Head (Pastoral).

10.10 Fire drills, Lockdown and Evacuation drills

Fire Drill

A fire drill practice takes place at least once each term. The fire alarm sounds for drills or for a genuine evacuation.

Every drill is treated as a genuine fire and is to be acted on accordingly, with urgency and a sense of importance. Staff evaluate the students' response each time. The front area of the school is the meeting point for all staff and students, where designated areas have been marked out.

Lock down

In order to prepare children, in the event of an unlikely major incident (intruder, gas leak etc) we regularly practice lockdown so the children know how to react sensibly and calmly in the face of potential danger. The Early Years Centre is, on the sound of an alarm, locked down and children practice how to remain quiet and orderly.

10.11 Lightning and Air Quality Policies

Lightning Policy

BVIS uses a lightning detector for PE lessons, break and lunch-times. If a storm is approaching, the detector warns the duty teacher and the area is cleared. The detector also indicates when it is safe to go back outside. Given our location surrounded by high buildings each with their own conductor, this scenario is unlikely. We do, however, also operate this system on school trips, and the eventuality is considered in assessing risk.

Air Quality

We monitor air quality daily and keep comparative data for our site, as well as other air quality monitoring stations in Hanoi. If the ratings are deemed to be too high, such that the respiration of young people may be affected, then we reserve the right to keep the children indoors until the air quality has improved.

All classrooms, Dining Halls, libraries and meeting rooms are now equipped with air purifying units.

The AQI Policy is available on the website for parents to read. It is in line with international standards for air quality.

10.12 Smoking

BVIS operates a strict no-smoking policy on campus. This is to be observed equally by all students, parents, staff and visitors/contractors.

10.13 Insurance

All students are expected to be insured through their parents' own health plan. The school is therefore not liable for medical bills resulting from an accident at school unless negligence is proven against the school. School trips carry basic insurance to cover accidents but not illness. It is strongly recommended to take out year-round family travel insurance, particularly if participating in additional trips (FOBISIA, Nord Anglia Education) that require air travel.

11. Valuables

11.1 Valuables

BVIS students are encouraged to keep all valuable equipment, such as their iPad or laptop, safely in their locker when they are not in lessons. Students are discouraged in bringing any further valuable items into school. Students are allowed to wear small items of jewellery as per dress code regulations. Any item of financial or sentimental value should be left at home. The School cannot be held responsible for loss in the event of a student ignoring this requirement.

For PE lessons, students should hand in watches etc. - this system is designed to promote student safety and security of items in PE lessons but it is not designed for the secure deposit of items and is therefore based on trust. If in doubt, students should use their locker on PE days. All students are provided with a personal locker for this reason.

All students are responsible for ensuring they have a combination lock on their locker. Students should never leave money or valuables in the changing rooms or in their bag.

BVIS cannot be held responsible for any valuable items that go missing at school. No student should leave their wallet unattended in a classroom or the changing room either for a double lesson or after school. In the unfortunate event that any valuable item does go missing, it is essential that the student tells a teacher, preferably their Form Tutor, as soon as possible, as this will increase our chances of recovering the lost item.

Students coming to school on a bicycle should make sure that it is chained/locked at all times.

11.2 Lost property

A lost property area is managed by school receptionists. Named items will be returned to students via their Form Teacher. Students, in line with a growing expectation of personal responsibility, should seek to look after their own belongings carefully, ensuring that they are named.

11.3 Mobile phones

Of course mobile phones are useful pieces of modern technology. Occasionally, they are used in teaching and learning, at the discretion of individual teachers but their use in school is not permitted for accessing social media, taking photographs or making calls except in emergency or for arranging transport at the end of the school day. For safe keeping and when not used in teaching and learning, mobiles should be switched off and kept in their locker. If anybody needs to make a call home during the day they may use the school phone situated at Reception. If a student is found in breach of the policy their mobile phone will be confiscated and given back at the end of the day, or for repeat offenses, collected by the parent.

12. Withdrawal Notification Form

In the unlikely case that this situation would arise, parents should contact the Admissions staff and fill out the school's standard Withdrawal Notification Form and submit it to the school Admissions Office 90 days before the intended departure of the student. This will ensure parents obtain a proper refund (inclusive of deposit). Please also refer to the Admissions Contract, containing the Terms and Conditions, for full details.

13. Anti - Bullying Policy

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. Who to tell in the first instance:

- Form Tutors
- Key Stage Coordinator
- Assistant Head (Pastoral)
- Head of Secondary
- Principal

14. Sex and Relationship Education

Sex and Relationships Education (SRE) is an important part of equipping students to grow into secure, well-informed young adults. Letters to parents are sent home in advance of instruction in sex education, so that you are aware of both content, tone and sensitive logistics for the delivery of this part of the educational programme.

15. Contact

15.1 Email protocol

Parents are welcome to make contact with senior teachers or their child's Form or Subject Teacher. There are also two Assistant Heads in Teaching and Learning and in Pastoral matters.

Please remember that an email will not by itself be effective in dealing with an issue that requires discussion. It is better to think of it more as a way of conveying information or as a memo to set up a meeting or phone call. A period of no more than 48 hours should elapse before replying to an email.



II. ACADEMIC INFORMATION

A variety of methods are used in teaching students. We provide age-appropriate material and tasks, focusing on developing independent learning skills, and a passion for learning. We differentiate for every child.

Learning may take place in one-to-one sessions, in class, on day and residential trips, in extra-curricular activities, through lecture-style delivery or online. This list is not exhaustive, but it provides an indication of the breadth of opportunity available to both students and teachers to deliver our rich and varied educational experience. All modes of delivery of teaching and learning are of equal value.

1. Curriculum

The Secondary Curriculum is divided into 'Key Stages' which follow on from Primary:

Primary School with Early Years'								
	Early Years'		Key Stage 1		Key Stage 2			
Year	Nursery(F2)	Reception(F3)	Y1	Y2	Y3	Y4	Y5	Y6
Age	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary School							
	Key Stage 3			Key Stage 4		Key Stage 5	
Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Age	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Depending on when students enroll, they will reach high literacy levels in both English and Vietnamese by the end of Primary school before gradually increasing exposure to English to meet the requirements of the Key Stage 3 curriculum and of external examinations in the Secondary School. Most subjects will be taught in English but Vietnamese literacy will be also given a high priority in the timetable. It is widely considerable that 3-4 years of committed application to language development brings enhanced bilingual proficiency.

The curriculum, adapted from the National Curriculum of England, will provide an excellent foundation in preparing students for courses in Key Stage 4 and 5 which will lead to Cambridge Assessment International Examination IGCSE and A Level Examinations. Cambridge Assessment International Examination courses are offered in over 9,000 schools in 160 countries worldwide.

Their qualifications are internationally recognised for entrance purposes by all of the major universities in the world. Subjects are taught in either English or Vietnamese. The chart below shows the number of 50 minute lessons for each subject per week, where 'v' denotes a subject taught in Vietnamese.

Year 7 - 10 Core Subjects	Year 7	Year 8	Year 9
English language, literacy & literature	6	6	6
Maths	4	4	4
Science	4	4	4
Vietnamese Lang - Lit	2v	2v	2v
Vietnamese Humanities	1v	1v	1v

Foundation Subjects			
History - Geography	2/2	2/2	2/2
Art/Music/Drama/Dance	1/1/1/1	1/1/1	1/1/1
Computer Science	1	1	1
PE	2	2	2
PSHE/Assembly	1/1	1/1	1/1
Total	30	30	30
% English - Vietnamese	~ 85:15	~ 85:15	~ 85:15

Year 10 - 11 Core Subjects	Year 10	Year 11
English language, literacy & literature	5	5
Maths	4	4
Science	6	6
3 Options (selected from Art, Business, Drama, Economics, Geography, History, Computer Science, Music, PE)	3x3	3x3
Vietnamese Lang - Lit	1v	1v
Vietnamese Humanities	1v	1v

Foundation Subjects		
PE	2	2
Assembly/PSHE	1/1	1/1
Total	30	30
% English Vietnamese	93:7	93:7

Year 12 - 13 Core Subjects	Year 12	Year 13
PE	2	2
Assembly/ PSHE	1/1	1/1
Vietnamese Lang - Lit	1v	1v
Vietnamese Humanities	1v	1v

Option Subjects		
3 or 4 options (selected from Art, Business Studies, Computer Science Economics, English, Geography, History, Maths, Science -Biology, Chemistry, Physics, Media Studies, Psychology) For more specific selections of subjects, please contact the Head of Secondary	4x6	4x6
Total	30	30
% English Vietnamese	93:7	93:7

For more information, please contact Admissions or the PA to the Head of Secondary:

Phone: (024) 6266 8800 - 888/889

Email: enquiry@bvishanoi.com

Website: www.bvishanoi.com

2. Textbooks

Textbooks are purchased from the United Kingdom and are linked to the Programmes of Study or Examination Syllabuses. Some subjects issue more than one textbook and collect them in when not needed. Students are permitted to take textbooks home for their on-going study but they are required to keep books in good condition. Work is ongoing to source electronic textbooks that we currently use in class for use on students' devices. Parents should realise that not all textbooks have yet been published in this way.

Books are issued via the library and recorded against a student's name. They are loaned in good faith but remain the property of the school and if damaged or lost, charges may be levied against that student.

3. Assessment

3.1 Plagiarism

Integrity is a core value in the BVIS mission statement. Academic honesty is required of all students, particularly when submitting coursework for IGCSE and A Level. The BVIS Academic Honesty Policy offers guidance on how to source, quote and reference others' work. Parents who wish to receive a copy can contact the PA to the Head of Secondary.

3.2 Exams

Internal examinations take place once a year. A timetable of examinations will be published in due course for the attention of parents and students. Please note that for some subjects, such as PE or Drama, an end of year exam is not suitable so other means of assessment are used at this time.

3.3 Assessment and Reporting

Students are continually assessed by various means. Each year, progress is reported to parents as follows:

- End of Term Reports
- Interim Grade Reports
- Parents' Conferences

A Reporting Calendar is produced each year and shared with both parents and students.

Students will normally proceed to the next year group at the beginning of each school year. If parents wish to have more information on their child's progress, then they should contact the Teacher, Form Tutor, Assistant Head of Teaching and Learning.

4. Academic Support

4.1 English as an Additional Language (EAL)

Students' fluency in English and ability to learn in English is continuously assessed by the English Department. The English Stage test is taken by students twice a year so that their progress can be closely monitored and then shared with parents. We use an eight-point scale of 'Stages' to describe a student's level of English for speaking, listening, reading and writing. When a student reaches Stage 5, they are able to function without support in a mainstream class.

Stage 1	Beginner
Stage 2	
Stage 3	Elementary
Stage 4	

Stage 5	Intermediate
Stage 6	
Stage 7	Advanced
Stage 8	

4.2 Vietnamese as an Additional Language (VAL)

Vietnamese Additional Language is also provided at BVIS for those children requiring extra support with their reading and writing in Vietnamese.

4.3 Learning Support

Students with Specific Educational Needs are catered for, in the first instance, by a slightly differentiated curriculum. They may also receive support within class or be withdrawn from lessons for specialist help. These actions will follow a period of evaluation leading to an Individual Education Plan. Parents will be consulted and advised of progress accordingly.

5. Behaviour and Discipline

5.1 Discipline

At BVIS, we are experienced in working with, and understanding, young people. Our aim in all matters relating to behaviour and discipline is to educate first, to bring about a change in behaviour that leads to a safer, more cohesive school environment for the largest numbers of students.

Generally, student behaviour is very good at BVIS, but we are never complacent. We operate largely a no-blame culture, but we seek to help students to understand that they are responsible for that they do and say, and that their actions often have consequences in relation to themselves and others.

Accordingly, we seek to operate a fair and consistent approach to every incident, dealing with it honestly and compassionately through. Form Teachers, Key Stage Coordinators and the Assistant Head (Pastoral), and where the incident is of a serious enough nature, with parents. We have found that this approach is by far the best. In only a few extreme cases, and where absolutely necessary, members of the senior leadership team may become involved.

5.2 Our expectations

Both the school and the individual have expectations of each other:

- Students have the right to expect that the school is safe, secure and friendly. It is the school's fundamental responsibility to provide this
- All school staff expect students to behave in a way that will contribute to a happy environment and they will discourage any kind of behaviour that undermines this
- Children should do all they can to ensure a positive learning environment for themselves and for all other children
- Children must respect the feelings, needs and rights of others, and they should expect to receive the same in return
- Children should wear the correct uniform, taking pride in who they are and in their appearance

5.3 Rewards

BVIS operates a positive behaviour strategy in which it is seen to be more profitable to reward good behaviour, work ethic or attitude. House Points, Certificates of Excellence and public recognition help to enforce our code of conduct and expectations.

5.4 Behaviour Management

Establishing of good discipline is a central part of our work. Within this value system, teachers will use their professional judgement to manage behaviour in the classroom.

Our approach is based on key concepts:

- Respect and Responsibility
- An emphasis on behaviour as a choice, encouraging ownership of behaviour and relating consequences to the behaviour

This helps students:

- students make better choices
- keep the focus on learning
- give a sense of fairness to both praise and correction
- students take responsibility for their own behaviour and learning
- create a consistent and predictable framework
- adults to share a common theme and common language
- students know where they stand
- students feel safe
- support our Anti-Bullying Policy

Parents are informed if problems become persistent or more than simple cases of high spirits or occasional lapses. The more that actions create an unsafe environment for other students in the school, the more serious the consequences for the 'offender'. The needs of the majority should not be compromised by the thoughtless or negligent actions of the minority.

It should also be understood by parents that adolescents can, as part of their growing up, test boundaries. The Secondary Leadership Team is very much on hand to work in partnership with parents to ensure that students grow into responsible young adults. Personal development is not linear; it requires wisdom, patience and, above all, strong, open communication with parents for best outcomes.

At BVIS we expect very high standards of behaviour both in class and around school. Where our high standards are not met we believe that consequences should be put in place for students. We operate a step system where students are given clear guidance on our expectations and that they are fully aware that if they continue to make poor choices then consequences will be put in place.

The following tables summarise the systems from a student's perspective.

Behaviour Steps

Step	Action
S1	First Warning Poor behaviour will result in student name being written on the board
S2	Final Warning Continued poor behaviour will result in having a tick next to your name
S3	Consequence + ISAMS point Continued poor behaviour will result in detention by the subject teacher
S4	Refer to KSC or HOD Continued poor behaviour will result in a Department removal or on call, this could result in further sanction - after school detention
S5	Serious Incident/On Call SLT or KSC Any incident of serious poor behaviour will be dealt with either through the Bridge Unit or by Suspension

Behaviour Escalation process

Level	What might I have done	Who will deal with me	What are the potential consequences
1	Out of class Poor behaviour - Example: lateness, disrespect, name-calling	Form Tutor Teacher Subject	Reprimand Detention Logged on ISAMS
	In class Poor behaviour - Example: off-task, lack of progress or failing to bring equipment/homework		
	Online Poor behaviour - Example: inappropriate classroom use including games, cameras, messaging		
2	Out of class Repeated poor behaviour Example: smoking, defiance, bullying or truancy	Key Stage Coordinator Assistant Head	After school detention Parents informed Behaviour report Internal exclusion
	In class Repeated poor behaviour - Example: plagiarism or continued lack of progress		
	Online Repeated poor behaviour Example: cyberbullying or disrespectful behaviour towards others		
3	Out of class Repeated poor behavior Example: truancy, theft or swearing at staff	Assistant Head	Parents informed External exclusion Monitoring report Parent meeting
	In class Repeated poor behavior Example: persistent failure to submit homework or plagiarism on assessed work		
	Online Repeated poor behaviour Example: hacking, using others' passwords or impersonating people online		
4	Out of class Repeated poor behavior/ serious incident Example: weapons or drugs	Head Teacher or Principal	External exclusion Possible Permanent exclusion Parent meeting
	In class Repeated poor behaviour Example: serious persistent problems indicating defiance or lack of commitment to improve		
	Online Repeated poor behavior/ serious incident Example: sharing or posting inappropriate images		

6. Extra-Curricular Activities (ECAs)

All students are offered the opportunity to participate in a range of activities (ECAs) outside of normal school hours. The ECA programme is an enrichment programme which has two main categories: participation in a wide variety of activities to gain experience and enjoyment; and school coached teams or activities leading to events such as a school play, sporting competition or musical performance. Most of these activities run from 15:10 to 16:10 unless otherwise stated. Some activities are run by external providers. If students choose those clubs, parents will be expected to pay for them.

7. Trips

Preparation: as far as is practical, staff will conduct risk-assessments in advance of school trips. These risk assessments are intended to identify as carefully as possible the following areas (although not an exhaustive list) so that students have a first-class experience:

- Availability of suitable personnel
- Quality and layout of accommodation
- Security of site, especially after dark
- Nearby temptations for students
- Accessibility and safety of transportation
- Availability of medical help in an emergency
- Dangers inherent in the site itself
- Dangers inherent in the activities planned.

Letters and packs will then convey the following information to parents:

- Trip aims
- Final itinerary
- Equipment/packing list
- Contact phone numbers for additional information prior to departure
- Medical and consent forms.

All students are expected to participate in the full duration of the trip, in the same way they are expected to attend the entire school day.

8. Independent Study

All students are given independent study tasks every day to be completed at home. The tasks are designed to aid deeper reflection and the development of good independent study skills. The purpose of independent study is NOT as simple as just keeping students busy.

The specific and targeted aims of independent study may include some, or all, of the following:

- To provide students with the opportunities both to prepare for and to develop further work carried out in class
- To consolidate and extend students' learning
- To contribute to the assessment of students' learning
- To contribute to the evaluation of teaching
- To promote independent study and research skills
- To exploit learning opportunities less readily available in the classroom
- To develop home-school partnerships.

Student diaries are used to record all set homework. They may also be used to promote regular dialogue with parents. They should be regularly checked by teachers and parents to encourage their use as “study aids”.

Time spent on homework varies according to the nature of the homework, the ability of the student and their diligence and motivation. Sometimes homework is: learning for a test; research in advance of the next topic; ongoing as part of a longer term project. Usually three pieces of homework per evening are assigned. All of this means that the following should be viewed as a broad guideline:

Year Group	Suggested Timings
Year 7 and 8	Approx 20 minutes per subject, 3-4 subjects per night, Mon-Fri
Year 9	30 minutes per subject, 3-4 subjects per night, Mon-Fri
Year 10 and 11	30 - 40 minutes per subject, 3-4 subjects per night, Mon-Fri
Year 12 and 13	Up to 60 minutes per subject, but also longer term work; research and assignment writing

The expectation is that students will undertake these tasks for themselves. It is not considered helpful for the academic development of the students if tutors, parents or older siblings assist with these tasks. It is also expected and highly recommended that students will read for a minimum of 20 minutes a day. It is important that they read in both languages.

9. House System

9.1 Houses

Students are allocated a House for Inter-House competitions, be they sporting or cultural. House T-shirts are to be purchased as part of the uniform.

- Dalat - Green
- Hue - Yellow
- Saigon - Blue
- Hanoi - Red

9.2 House points

A student is given a House Point or Sticker (recorded on their House Point Card), for excellence in class or for participation in extra-curricular activities. The accumulation of House Points takes place throughout the academic year, with Certificates being awarded after achieving the numbers below. These certificates are awarded publicly in assemblies to help promote excellence:

Bronze Certificate - 50 House Points

Silver Certificate - 100 House Points

Gold Certificate - 150 House Points

Platinum Certificate - 200 House Points

Diamond Certificate - 250 House Points

Titanium Certificate – 300 House Points

10. Assemblies

Weekly assemblies form part of the BVIS PSHE (Personal, Social and Health Education Programme). Information concerning these assemblies is conveyed in the weekly newsletter. Student attendance at Assemblies is mandatory, as for any other organised school activity.

11. Library

Textbooks for all subjects are issued to students via the Library. The bar-coded books are logged against the student's name. Whilst books remain the property of the school, they are the responsibility of the student who withdraws them from the Library. If books are lost, defaced or damaged, the student will be issued with an invoice to cover the cost of replacement.

12. Music, Art, Dance and Drama

Whilst education has previously been considered solely in terms of academic achievements, this attitude is thankfully changing. An increased emphasis is now being placed on social and cultural development through curriculum areas such as music, art, dance and drama. These areas help to develop within students' confidence, creativity and self-expression, and are important sources of evidence of students' participation and personal growth for university entrance applications. Nord Anglia Education's partnership with the Juilliard School of Performing Arts in New York provides an unparalleled opportunity for all students with NAE schools for Music, Dance and Drama.

12.1 Music and Instrument lessons

Music and the learning of a musical instrument is an important part of a BVIS education. The learning and appreciation of music makes use of different spheres of the brain and complements very well the broader curriculum on offer at BVIS. Students are therefore encouraged to begin, or to continue, learning a musical instrument.

12.2 Art

Art can be a popular subject with students because of its interactive and practical nature, offering a 'hands on' creative experience that helps students to explore their own opinions and thoughts through different techniques and media.

A good knowledge of art at school can therefore help children to develop key skills which can be useful in later life where it may be used in design processes, in commerce, for example advertising and marketing, as well as more practical areas, such as construction and architecture. It also helps with problem identification and solving.

12.3 Dance and Drama

Another commonly accepted sign of culture, dance and drama is becoming increasingly important. The ability to perform in front of audiences equips students with skills in communication, self-confidence, as well as in addressing, persuading or influencing groups of peers and critics. Dance and Drama are also an excellent vehicle for cultivating aspects of teamwork and collaboration.

All students therefore will be encouraged to participate and enjoy as far as possible their involvement in such activities. We welcome the support of parents to enable this to happen and we trust that parents will come to enjoy the performances, productions and creative output of their children.

Dance currently is for Year 7 only. In time, this will be extended through the remainder of Key Stage 3 (Years 7 to 9).

Music Dance and Drama are delivered through the Juilliard creative collaboration, uniquely available to schools in the Nord Anglia Education group of schools.

13. Parent Support

We find that when parents, school and child work in a harmonious relationship students make the most progress.

We keep parents informed about the academic progress, plans and issues relating to their child(ren) through conversations, emails and web-based information.

We welcome the support and interest of parents in their child(ren)'s education but also wish to convey that parents are, in the main, not the professional teachers and should not seek to take on that role. By all means, parents should encourage their child(ren) to complete all homework tasks set and to read regularly books that are both stimulating and of an appropriate level. Listening to the child talk about their work helps to reinforce the knowledge in the child's mind. If they cannot explain it, perhaps this is a sign that the student does not fully understand it or know it well enough. Gentle questioning can help to strengthen the child's approach to their studies and the transfer of information to their longer term memory. Parents should also refer to the section on Homework for guidance on what might be seen as inappropriate assistance.

If parents would like to discuss any aspect of the curriculum or school life, they are very welcome to come and meet with the relevant members of staff. The school also holds information sessions and hope that many parents will come to attend.

