



BRITISH INTERNATIONAL SCHOOL
HANOI

A NORD ANGLIA EDUCATION SCHOOL

PARENT HANDBOOK

SECONDARY SCHOOL

2024-2025



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Welcome

Dear Parents and Students,

As we approach the commencement of the upcoming academic year, I would like to extend a gracious welcome to all members of the BIS Hanoi community. It is with confidence that I assert our status as a thriving and ambitious learning community, continually progressing towards excellence. Our unwavering commitment to lifelong learning and the holistic well-being of our students lies at the core of our educational philosophy.

With great anticipation, I hope that you share my enthusiasm for the imminent school year, brimming with a multitude of opportunities. As a well-endowed institution with global connections, BIS Hanoi offers an expansive range of choices, ensuring a rich and comprehensive educational experience.

To our students, I implore you to contemplate the goals you wish to set for yourselves in the year ahead. BIS Hanoi is a place where possibilities abound, so dare to set your aspirations sky-high.

We endeavor to help you discover your passions and provide support to ensure your success in all meaningful endeavors. Embrace the diverse opportunities available at BIS Hanoi, be it within the classroom, engaging in community service, displaying leadership prowess, participating in sports, indulging in the performing arts, or any other avenue that resonates with your unique interests.

At BIS Hanoi, we hold the partnership between the school, students, and parents in the highest regard. Thus, we invite you to reach out to us should you have any inquiries or concerns regarding the upcoming year. Please sustain your connection with our institution and foster meaningful connections with fellow members of our community.

In the words of Nelson Mandela, "Education is the most powerful weapon which you can use to change the world." Let us embark on this educational journey together, empowering one another to create a brighter future.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Chris Newman'.

Chris Newman
Head of Secondary
British International School Hanoi



Secondary Leadership

Mr. Chris Newman
Head of Secondary



Ms. Stephanie Miller
Deputy Head of Secondary



Mr. Rob Taylor
Assistant Head - Well-being



Ms. Gemma Archer
Assistant Head - IB Coordinator



Year Group Leadership

Ms. Kate Bilton
Head of Year 7



Ms. Grace Byron
Head of Year 8



Mr. Liam Wright
Head of Year 9



Ms. Emily Brawn
Head of Year 10



Ms. Claudine van Rensburg
Head of Year 11



Mr. Jack Nichols
Head of Year 12



Ms. Victoria Embling
Head of Year 13





LINEs OF COMMUNICATION IN THE SECONDARY SCHOOL
STEP 1 - Form (Home Room) Tutors

Class	Tutor	Email
7B	Mr. Ashley Gabriel	ashley.gabriel@bishanoi.com
7I	Mr. Patrick Flynn	patrick.flynn@bishanoi.com
7S	Ms. Elyse Russell	elyse.russell@bishanoi.com
7H	Ms. Saskia Ryan	saskia.ryan@bishanoi.com
8B	Ms. Flis Kirk	flis.kirk@bishanoi.com
8I	Mr. Lawrence Dobbs	lawrence.dobbs@bishanoi.com
8S	Mr. Cormac Power	cormac.power@bishanoi.com
8H	Ms. Lesley Scott	lesley.scott@bishanoi.com
9B	Ms. Lucy Hawkins	lucy.hawkins@bishanoi.com
9I	Mr. Eoin Cooney	eoin.cooney@bishanoi.com
9S	Ms. Jemima Wilson	jemima.wilson@bishanoi.com
9H	Mr. Callum Stoneman	callum.stoneman@bishanoi.com
10B	Ms. Nicole Ware	nicole.ware@bishanoi.com
10I	Mr. Connor Atkins-Mcilwaine	connor.atkins@bishanoi.com
10S	Mr. Wayne Kassebaum	wayne.kassebaum@bishanoi.com
11B	Ms. Jennifer Goodwin	jennifer.goodwin@bishanoi.com
11I	Mr. Stewart Russell	stewart.russell@bishanoi.com
11S	Ms. Tara Mulleady	tara.mulleady@bishanoi.com
11H	Mr. Michael Tchakov	michael.tchakov@bishanoi.com
12B	Mr. Sean Stokes	sean.stokes@bishanoi.com
12I	Ms. Dhanya Acharya	dhanya.acharya@bishanoi.com
12S	Mr. Cameron Street	cameron.street@bishanoi.com
12H	Mr. Joseph Kirk	joseph.kirk@bishanoi.com
12A	Ms. Hannah Budd	hannah.budd@bishanoi.com
13B	Mr. Phillip Mortimer	phillip.mortimer@bishanoi.com
13I	Ms. Georgina Daniels	georgina.daniels@bishanoi.com
13S	Ms. Adrienne Taylor	adrienne.taylor@bishanoi.com
13H	Ms. Harmony Mehn/ Mr. Nick McKenna	harmony.mehn@bishanoi.com nicholas.mckenna@bishanoi.com



Step 2 - Heads of Year

Year 7	Year 8	Year 9
Ms. Kate Bilton kate.bilton@bishanoi.com	Ms. Grace Byron grace.byron@bishanoi.com	Mr. Liam Wright liam.wright@bishanoi.com
Year 10	Year 11	Year 12
Ms. Emily Brawn emily.brawn@bishanoi.com	Ms. Claudine van Rensburg claudine.vanrensburg@bishanoi.com	Mr. Jack Nichols jack.nichols@bishanoi.com
Year 13		
Ms. Victoria Embling victoria.embling@bishanoi.com		

Step 3 - Assistant Heads of Secondary

Wellbeing	IB Coordinator
Mr. Rob Taylor rob.taylor@bishanoi.com	Ms. Gemma Archer gemma.archer@bishanoi.com

Step 4 - Deputy Head of Secondary

Ms. Stephanie Miller stephanie.miller@bishanoi.com

Step 5 - Head of Secondary

Mr. Chris Newman christopher.newman@bishanoi.com

Secondary Subject Leaders

Head of Art and Design	Ms. Hannah Budd hannah.budd@bishanoi.com
Head of Business and Economics	Mr. Sean Stokes sean.stokes@bishanoi.com
Head of Computer Science	Ms. Karen McCathie karen.mccathie@bishanoi.com
Head of English	Mr. Simon Hoare simon.hoare@bishanoi.com
Head of Humanities	Ms. Eleanor Forsyth eleanor.forsyth@bishanoi.com
Head of Mathematics	Mr. Luke Field luke.field@bishanoi.com
Head of Modern Foreign Languages	Mr. Cristian Garcia cristian.garcia@bishanoi.com
Director of Performing Arts	Ms. Victoria Bradley victoria.bradley@bishanoi.com
Head of Physical Education	Ms. Adrienne Taylor adrienne.taylor@bishanoi.com
Head of Science	Ms. Yvonne McKenna yvonne.mckenna@bishanoi.com
Head of Vietnamese	Ms. Hai Nguyen hai.nguyenthi@bishanoi.com



Other Contacts

Secondary Administrative Officer	Ms. Huyen Le huyen.le1@bishanoi.com
PA to Head of Secondary	Ms. Yen Ha yen.ha@bishanoi.com
Exams Officer	Ms. Trang Pham trang.pham2@bishanoi.com
Korean Liaison & University Administration Manager	Ms. Rachel Hahn ahreum.hahn@bishanoi.com

Email Protocol – Parents are welcome to contact senior teachers or their child’s form tutor or subject teachers.

Emails in Vietnamese should be sent to/ *Thông tin liên hệ bằng tiếng Việt xin vui lòng gửi thư đến:* secondaryoffice@bishanoi.com.

Emails in Korean should be sent to/한국어로 이메일을 보내실 때는 여기로 보내주세요:
biskorean@bishanoi.com.





Home-School Partnership

Good communication between your home and the school can make a significant difference to the success of your child's education.

Absences

If a child is absent, with no communication from home, we will contact home within 2 hours of registration.

Attendance Policy

On the day of an absence:

- Before 9.00am, please inform the office and your child's form tutor by either phone or email. A suitable reason should be given to the staff together with specific symptoms if your child(ren) is sick.
- If no reason is given for your child(ren's) absence, then they will receive an unauthorised absence mark in the register for the days that they do not attend school until we receive notification from home.
- Upon notification of absence, your child's Head of Year will make a decision as to whether the absence is classified as authorised or unauthorised (further information below).
- When possible, it would be helpful to indicate how long you expect your child(ren) may be absent for.

On returning from an absence:

- All children must only return to school if they are fully well or have been deemed fit to return to school by a doctor.
- Children who have been absent for medical reasons longer than 5 school days should return to school with a medical certificate, which should be brought to the Secondary Office. Our staff will take a photocopy and place it in the student's file.
- Any child returning from illness but still showing clear symptoms will be immediately sent to the nurse.
- It is the responsibility of the student to catch up with any work missed during this period of absence - this includes completing homework that was set or submitted during the absence. Students should make it their duty to seek out teachers upon their return in order to catch up.

Authorised absences:

Medical Absences will be automatically authorised to a point of 3 days. Following this time a medical certificate will be requested in order to authorise further absence. Students with regular absences for medical reasons may be asked to provide a medical certificate at any time.

All other absences will only be authorised if they are deemed to be valuable to a student's learning e.g. educational visits, school interviews or the activity cannot be conducted out of school time **and the school is notified well in advance**

e.g. visa applications. Absences for holidays, family business and other activities where the school has received no prior notification will be classed as unauthorised. The school can grant an authorised absence on compassionate leave eg funeral of a family member.

Insurance

We regularly undertake safety audits to ensure the highest levels of Health and Safety. However, accidents or illness can happen, and it is the responsibility of parents to ensure adequate medical insurance coverage, either with a local or international provider.

In order to comply with local regulatory requirements, local health insurance is provided to Vietnamese students by our school. Please note this insurance does not provide full coverage. Unfortunately, the same regulations forbid us from contracting this insurance to overseas passport holders.

We strongly encourage all parents to purchase medical insurance for their children as all costs related with injury or illness fall under the parent's responsibility.

Lateness

Secondary students are late for school, if they arrive after 8:30 am. Repeated lateness will result in a further intervention from the Head of Year. Students arriving after 8:50 am must report to the Secondary Office before attending class, where they will be given a late slip for presentation to the class teacher.

Learning Support

Students with Special Educational Needs are catered for, in the first instance, by a differentiated curriculum. They may also receive support within class or be extracted 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.

Leaving Early

If a student needs to leave early due to a dental/doctor's appointment or family reasons, they should bring in a signed note from home. If none is presented, we will phone home to check with parents. Students then sign out at the Secondary Office.



Letters Home

Most information is sent by email. Letters are sent home with students as required. Copies are kept with the Secondary Office.

School Magazine

Our full-colour magazine, ESPRIT, reports on events and achievements and keeps parents informed of whole school developments.

Reports

Reports will show how your child is progressing using the Ways Of assessment system in years 7-9, IGCSE grades in years 10-11, IB Grades in years 12-13. An information evening early in the school year will give further information on this. We do not report using raw percentage scores.

Student Planner

The Student Planner is both the main way in which Year 7-9 students learn to organise themselves and an invaluable method of communication between school and home.

Students use the planner every day to record timetables, homework and targets etc. Parents and teachers can use them whenever they need to communicate with one another. Both Form Teachers and parents should be checking the

planner once a week throughout the school year. Students in Years 10-13 use Microsoft Outlook for their planning and organisation.

Visiting School

Parents are welcome at any time although an appointment will ensure that the relevant person is free. Therefore please contact the Secondary Office to make an appointment.

We welcome ex-students to visit us but they should be contact the Secondary Office beforehand and require an appointment.

Withdrawal Notification Form

Parents need to fill out the school's standard Withdrawal Notification Form, 90 days prior to intended departure in order to obtain a proper refund (inclusive of deposit).

Parents must make an appointment with the relevant Head of Year if they require references for a new school. We generally do not use other schools' forms but will supply our own standard reference form. Please ask to see a copy of our References Policy.

Yearbook

This will be published at the end of Term 3.





Teaching and Learning

Everything we do is focused on teaching and learning but the following points are essential to your child's progress.

Academic Honesty

Teaching the skills of organisation, research, referencing and critical thinking, allows our students to develop learning habits that support them to synthesise new ideas and generate insights that advance their knowledge (INQAAHE, 2020 p. 5). It is through communicating high expectations regarding academic integrity that we encourage our students to be principled inquirers and communicators.

We develop a strong culture of academic integrity within the whole school community by students taking pride in their own work and showing an appreciation of the works of others. Our teachers equip students with the skills they need to be responsible global citizens that think critically, apply their learning to the real world and communicate their ideas honestly and responsibly.

Academic Integrity means that student submit work that uses their own "voice" and is representative of the student's own learning and thinking. Acting with integrity means correctly and appropriately citing ideas, images and words generated by experts or AI that are used in the completion of schoolwork.

We recognise that it is essential for parents to value and support the ethos of academic integrity at BIS. This includes providing your child(ren) with a comfortable, distraction-free space at home to support effective study so that your child(ren) can complete their work. Parents should ensure that support at home, either by a family member or a tutor, does not include attempting to do the work for your child(ren).

Parents who act with integrity provide an honest account of their child's language proficiency level, history and exposure; to help us ensure they do not gain an unfair advantage over other less proficient speakers in BIS and globally.

What are breaches of academic integrity?

Plagiarism	Reproducing the work of someone else or generated by AI without attribution. When a student submits their own work on multiple occasions this is known as self-plagiarism.
Collusion	Working with one or more other individuals to complete an assignment, in a way that is not authorised.
Copying	Submitted AI generated text or working with one or more other individuals to complete an assignment, in a way that is not authorised.
Impersonation	Falsely presenting oneself, or engaging someone else to present as oneself, in an in-person examination.
Contract cheating	Contracting a third party to complete an assessment task, generally in exchange for money or other manner of payment.
Data fabrication and falsification	Manipulating or inventing data with the intent of supporting false conclusions, including manipulating images.

Six categories of academic integrity breaches (INQAAHE, 2020 p. 6; Turnitin, 2016)

Our teaching and learning processes aim to:

- Develop a strong culture of academic integrity within the whole school community by encouraging students to take pride in their own work and show an appreciation of the work of others, including AI-generated work (Mackay, 2021; Rogerson, 2021).
- Equip students with the skills they need to be responsible global citizens that think critically and can apply their learning to the real world now and in the future (The Open University, 2016)
- Give students opportunities to communicate their ideas honestly and responsibly
- Contribute to lifelong learning that allows our students to be ready for digital shifts (Yamamoto, 2021)
- Ensure that academic integrity applies across all phases to promote good academic practice from an early age



It is the responsibility of the school to ensure that:

- An academic integrity policy is established and adhered to within the school
- Expectations regarding academic integrity are clearly communicated to students, teachers and parents
- Teachers are provided with the training and support to explicitly teach and assess research and referencing skills
- Students are given opportunities to learn, practise and improve their research and referencing skills across a range of subject areas and year groups
- Issues of academic misconduct are dealt with in line with school policy.

Students at BIS are expected to take responsibility for their learning. They are expected to demonstrate the values of academic integrity by:

- Reading and understanding the BIS Hanoi Academic Integrity Policy, and signing the Academic Integrity Agreement
- Making their work personal and writing using their own "voice"
- Allowing themselves time to do the work properly and verify the submitted work
- Acknowledging the ideas, images and words of others and resources used, including but not limited to websites, articles, audio-visual, photographs, videos
- Keeping track of their sources during the process of writing an assignment, to avoid accidental plagiarism
- Using the Harvard referencing format in line with the [BIS referencing guide](#)
- Following teacher instructions regarding the expectations of a task, for example whether collaboration is permitted
- Not sharing their work with other students to avoid allegations of malpractice
- Meeting all deadlines so that they do not gain an unfair advantage over other students
- Submitting their work to Turnitin when required by their subject teachers or the IB Coordinator
- Ensuring the work they submit is authentically theirs and signing a declaration of authenticity form for all externally moderated and assessed work in examination years
- Reporting possible cases of academic misconduct to the appropriate Assistant Head, Head of Department/Phase Leader or class teacher
- Not discussing the content of an assessment with a person outside your class or the immediate school community within 24 hours after an assessment or examination.

Parents are asked to help develop a culture of academic integrity within our school community by:

- Reading and understanding the BIS Hanoi Academic Integrity Policy, and signing the Academic Integrity Form
- Understanding the definitions, procedures and consequences
- Providing their child(ren) with a comfortable, distraction-free space at home where they can study and complete their work, to encourage their child(ren) to develop good academic practice
- Valuing the learning process of academic writing, including research and referencing
- Encouraging their child to seek support from their teacher, or the librarian if they are facing difficulties
- Ensuring that support at home, either by a family member or a tutor, does not include attempting to do the work for your child(ren)
- Providing an honest account of their child's language proficiency level, history and exposure, to help us ensure they do not gain an unfair advantage over less proficient speakers both in BIS Hanoi and globally
- Support BIS Hanoi staff in implementing this policy by cooperating should the case arise where their child had intentionally or unintentionally committed malpractice
- Reporting possible cases of student academic misconduct to the appropriate Assistant Head, programme coordinator, Head of Department or subject teacher

In Sixth Form, it is an academic misconduct if a parent, family member, tutor or any other person provides undue assistance in the creation of assessed work. Grades and Diplomas can be withdrawn from students who give or receive such assistance.

Feedback and Assessment

At BIS Hanoi, we believe in a "Ways of" approach to feedback and assessment, and the value of effective effort that:

1. Enables and encourages learners to develop holistically;
2. Prioritises transferable skills and positive learning habits over traditional grades;
3. Is interdependent with teaching and enhances learning;
4. Is embedded into curriculum design to strategically manage teacher workload;
5. Is a means to allow students to make progress;
6. Creates student ownership and accountability.

Effective Effort

Effort is an extremely important part of our work here at BIS Hanoi and we take the commitment to developing effective effort habits within our student



body very seriously. Our students often associate effort with time, but effort is not measured in time units! The definition of effort refers to it being a 'vigorous or determined attempt.' Effort isn't always about how hard you are working; it's about how effectively you are working.

We are focused on the development of effective effort with the aim of improving student understanding of 'metacognition' through the four areas that we have identified as being fundamental in developing powerful learning habits:

- Stretch Zone
- Reflection and Self-Assessment
- Responding to Feedback
- Mistake Making

Effective assessment should:

1. Consist of a variety of assessment types and opportunities. Students should be encouraged to take risks, explore different approaches, and not fear making mistakes.
2. Involve students in assessing their own work, developing awareness, and setting targets for future achievements.
3. Deliberately include ongoing formative assessment to allow students to develop strategies to become better learners.
4. Include opportunities that allow regular synoptic retrieval and interleaving practice
5. Give students the time, opportunities and motivation to act on their targets

Academic Reports

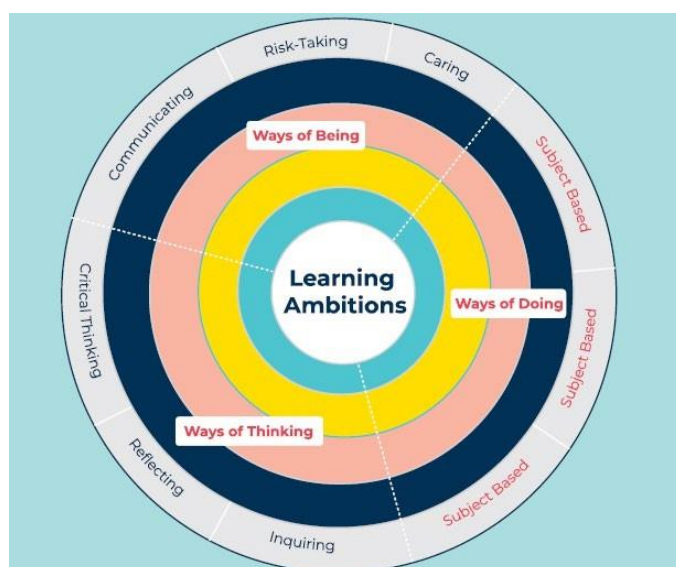
Your child's academic report will be published at the end of each term. For all students this will provide feedback on your child's progress in the 4 areas of effective effort.

Key Stage 3 Assessment

For years 7-9 our assessment approach is made up of three categories of Learner Ambition: Ways of Being, Ways of Thinking and Ways of Doing. This approach supports the development of key learning and process skills in our KS3 students and provides direct links to the IB Learner Profile.

- **Ways of Being** covers the development of our students to become effective communicators, risk-takers and caring individuals.
- **Ways of Thinking** provides opportunities for our students to become outstanding inquirers who can think at a deeper level, whilst being reflective about their learning.
- **Ways of Doing** reflects the individual knowledge and skills covered within the

curriculum of each subject.



Students will receive feedback on their progress on these three areas from each subject they undertake using the following four criteria- Exceeding, Expected, Developing, Supported.

During Key Stages 4 and 5, students practice their approaches to study, retrieval and application of learning during different assessment opportunities prior to presenting for their final exams. Checkpoint opportunities allow students to reflect on their successes and areas for improvement.

Key Stage 4 (Years 10-11) Assessment

In Years 10-11, students study for a combination of International General Certificate of Secondary Education (IGCSE) and BIS Certificates (BISCs). IGCSE students are awarded grades on a scale from A*-G, which is internationally standardised. Students are assessed using a variety of opportunities throughout their two-year course, both formally and informally. Students receive regular feedback on assessments and are expected to use this to deepen their learning. The school will report 5 holistic grades throughout the Key Stage. Using a variety of pieces of evidence, these grades will indicate how well a student is progressing towards their final grade and anticipate the grade they may achieve should they continue with their current approach to learning and effective effort.

BIS Certificates

Globally, we are in a period where technological development is moving forward at such a pace, that we are currently preparing students for jobs that don't yet exist, using technologies that haven't been invented, in order to solve problems, we don't even know are problems yet.

BISCs are bespoke and rigorous courses tailored to our students and our context. They prepare our



students to be successful in the next stage of their learning journey. Students will receive feedback on their progress on the Ways of Doing for each subject they undertake using the following four criteria- Exceeding, Expected, Developing, Supported.

International Baccalaureate Years (Years 12-13) Assessment

In Years 12-13, students study the International Baccalaureate Diploma Programme (IBDP) or the BIS Diploma. IB and BIS Diploma students are awarded grades on a scale from 7-1, which are internationally standardised. The school will report 5 holistic grades throughout the Key Stage. Using a variety of pieces of evidence, these grades will indicate how well a student is progressing towards their final grade and anticipate the grade they may achieve should they continue with their current approach to learning and effective effort.

BIS Diploma

The BIS Diploma provides an alternative pre-university qualification for students. The BIS Hanoi Diploma is a rigorous and bespoke

programme for students to, with support, choose what's right for them as the next step in their academic journey. It is aimed at supporting students' love of learning so that they can focus on their strengths. At the individual subject level, the content of the course and examinations are identical to that of the IB Diploma Programme.

Bring Your Own Device Policy

All secondary students are required to bring their own devices to each lesson. Guidance on the type of machine is contained in our booklet "Bring your own device - A guide for Students and Parents".

The device should have a physical keyboard (not onscreen) and should have Windows or Mac OS installed. Tablet computers are not suitable.

Minimum hardware specifications:

- » Laptop with keyboard
- » 11.6" screen
- » Intel Core i5 processor
- » 8Gb RAM
- » 802.11n wireless capability

It is advised for Secondary students, where possible, to use a 2-in-1 device with touch-screen functionality and stylus.





Curriculum

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

Primary School						
	Key Stage 1		Key Stage 2			
Year	Y1	Y2	Y3	Y4	Y5	Y6
Age	5-6	6-7	7-8	8-9	9-10	10-11

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

The curriculum, inspired by 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 University IGCSE examinations and International Baccalaureate Diploma Programme examinations.

Cambridge University courses are offered in over 9,000 schools in 160 countries world-wide.

Established in 1968, the International Baccalaureate® (IB) Diploma Programme (DP) was the first programme to offer a genuinely international education to students aged 16-19. As of 3 September 2019, there are 3,421 schools offering the DP, in 157 different countries worldwide (IBO, 2022). These qualifications are internationally recognised for entrance purposes by all of the major universities in the world.

Please see the Curriculum Booklets on the school website for detail of curriculum content.

Approaches to Behaviour for learning

Positive education takes inspiration from Positive Psychology, blending traditional education principles with the study of happiness and wellbeing. It identifies our strengths as individuals, a school and a community, allowing us to flourish. Here at BIS Hanoi, students start the year by identifying their strengths with the VIA strengths survey. The focus moves away from rewarding and sanctioning behavior with external stimuli to encouraging solution-based approaches involving both the student and teacher. We continue to embed this in our curriculum and Co-Curricular programs so our students develop a sense of belonging at BIS.

Restorative approach

At BIS Hanoi we take positive action to rebuild relationships and build awareness of consequences. A restorative approach to behaviour for learning ensures that the viewpoints of all stakeholders are heard and respected. We act by listening to staff, students, and parents taking the time to understand concerns. We then look to bring all parties together to discuss a mutually agreed way forward where there is a shared expectation on how consequences will rebuild and restore a positive relationship and address any concerns where our school values have been compromised.

We expect students to:

- Embrace mistakes and see them as an opportunity to improve
- Take responsibility for progress by proactively and consistently reading, reflecting and acting on feedback.
- Be proactive in identifying their most appropriate level of challenge.
- Be proactive in consistently seeking help and clarification by asking questions about feedback and learning they are unsure of
- Use thinking tools to navigate challenge and thrive in the stretch zone.
- Proactively set targets and take genuine action to accomplish them
- Have the BIS toolkit each day: English reading book, diary, stationery set with pencil case, geometry set, laptop and charger and scientific calculator

- Upon arrival into lessons, get equipment out and begin the task set by the teacher (without teacher prompts).
- Be active participants in their learning - volunteering to answer questions and asking the teacher questions.
- Listen carefully and empathetically to respect different perspectives, even if they disagree.
- Help each other, work as a team to make progress.

Our students expect each other to:

As part of secondary school student voice, our students stated the following expectations of each other in terms of behaviour:

- Always try your best.
- Be respectful to everyone in our school community.
- Speak English as much as possible. It helps us to develop our language skills and be part of an inclusive community.
- lead by example by following school expectations.
- Be organised and responsible for homework/ deadlines/actions and decisions.

- Being considerate of what you are saying and your choice of words.
- Be punctual to all lessons and to school in the morning.

Our students expect their teachers to:

As part of secondary school student voice, our students stated they expected the following from their teachers in terms of managing student behaviour:

- manage behaviour fairly and consistently.
- Be active in lessons and engage all learners
- Be positive and kind when we make mistakes,
- Be empathetic with students – consider their background and feelings.
- Proactively reach out to ask if students are OK.
- Including students in the lesson – give time to discuss and share opinions, ask questions and for contributions.
- Talk to us one-to-one if mistakes happen and have a conversation to find out the cause of a problem.
- Have clear boundaries so we know what to expect in your classroom





Behaviour for Learning

What stage?	Example of poor conduct both inside and outside of the classroom	Who will deal with it?	What might happen?
Stage 1	<ul style="list-style-type: none"> • Attention/Focus • Organisation • Low level disruption • Missing or incomplete work • Low engagement or participation • Lateness to lesson • Unintentional academic dishonesty • Device misuse 	Subject Teacher Form Tutor Duty Teacher	<ul style="list-style-type: none"> • Verbal warning • Name recorded • Move seat • Discussion after class • Tutor informed
Stage 2	<ul style="list-style-type: none"> • No improvements from concerns in Stage 1 • Failure to change behaviour after warning from a teacher 	Subject Teacher Form Tutor Duty Teacher Possible discussion with Head of Department and/or Head of Year	<ul style="list-style-type: none"> • Coaching conversation with reflection. • Break or lunchtime supervision. • Confiscation of device and given to the Secondary Office. • Recorded on ISAMS (School management Information system) • Apology to teacher/pupil
Stage 3	<ul style="list-style-type: none"> • Escalated concerns / no improvements from Stage 1 and 2. • Defiance • Lack of respect for other students or environment • Disruption • Invasion of privacy • Repetitive device and technology misuse 	Subject Teacher Form Tutor Duty Teacher Head of Department and/or Head of Year	<ul style="list-style-type: none"> • Coaching and Reflection session during Breaktime, Lunchtime, or afterschool • Recorded on ISAMS • Parents contacted • Head of Year/Head of Department to meet with Parents
Stage 4	<p>Significant/multiple concerns:</p> <ul style="list-style-type: none"> • Attendance (less than 90%). - Work completion • Attitude to learning (behaviour, organisation, task completion, etc.) • Concerns across multiple subject areas • Effort concerns • Escalated unexpected behaviours from previous stages • Truancy from a lesson • Bullying 	Head of Year	<ul style="list-style-type: none"> • Personalized student intervention • Recorded on ISAMS • Parents contacted • Head of Year to meet with Parents
Stage 5	<p>Serious concerns/issues:</p> <ul style="list-style-type: none"> • Student failing to respond to interventions from Head of Year. • Serious behaviour incident in the classroom. • Academic misconduct on a final coursework submission or during an IG/ IB exam • Persistent failure to comply with school rules • Truancy from school • Smoking/vaping • Refusal to comply with instructions from a member of staff. • Theft, arson, or vandalism • Severe bullying • Severe discrimination or harassment • Possession of a banned substance 	Senior Leadership Team	<ul style="list-style-type: none"> • Recorded on ISAMS • Parents contacted • Report to SSLT • SSLT to meet with Parents • Senior Leadership detention (90mins) • Internal exclusion • Temporary exclusion



EAL (English as an Additional Language)

Students' fluency in English and ability to learn in English is continuously assessed by the English Department. We use the Common European Framework (CEF) to measure progress. Students are continuously assessed.

English Level Description	CEF English Level	Information for consideration
Elementary	A1	Insufficient level to access curriculum effectively
Pre-intermediate	A2	Desired level for Year 7
Intermediate	B1	Desired level for Year 8
Upper-intermediate	B2	Ideal language level for Years 9 and IGCSE
Advanced	C1	Level required for immediate access to IBDP
Proficient	C2	Equivalent to native speaker

Equipment

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

- Water bottle (Clear with sports top)
- Red or green pen for self or peer marking
- Erasers
- Pencil sharpener
- A pair of compasses
- A protractor
- A scientific calculator
- Coloured pencils
- Scissors
- Glue-stick
- A long (30cm) ruler
- A large pencil case
- It is also a good idea to bring in a folder, with file dividers, to keep worksheets and loose papers tidy, and a notepad.
- 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 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.

IBDP Calculator: For all mathematical courses, students will be required to purchase a graphical calculator.

The IB will not allow students to use any calculator not authorised by them.

You WILL NOT be allowed to sit an exam with an alternative calculator.

The model of calculator required is **Texas Instrument TI-Nspire CX II**. The mathematics department will inform you of the approved suppliers

Exams

IGCSE: Late April, May and early June (dates set by CIE).

IBDP: May (dates set by IBO).

Homework Philosophy

At BIS Hanoi, homework is an essential component of our students' learning journey. Our homework philosophy aims to foster independent learning skills, self-regulation, and a love for learning, ultimately supporting our students' academic success and holistic development.

We believe in a philosophy that emphasises building on, retrieving, and leading into activities to enhance understanding and retention:

- **Build on Activities:** Homework assignments are designed to build upon the knowledge and skills acquired in the classroom, deepening understanding and reinforcing key concepts.
- **Retrieve Activities:** Students engage in retrieval practice to recall information learned previously, promoting long-term retention and strengthening memory.



- **Lead into Activities:** Homework tasks lead students into new topics or concepts, preparing them for upcoming lessons and encouraging independent exploration and critical thinking. By connecting homework assignments to classroom learning goals, we aim to reinforce concepts taught in class and provide opportunities for students to

practice and apply their skills. Our approach focuses on quality over quantity, ensuring that tasks are meaningful and engaging. We value timely feedback and support, guiding students to learn from their mistakes and grow academically. By differentiating tasks to meet individual needs and allowing for student choice, we promote engagement and ownership of learning.

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: revisiting learning; research in advance of the next topic; ongoing as part of a longer term project.





Library

The bar-coded books are logged against the student's name. Books remain the property of the school; if they are lost or damaged, the student will be issued with an invoice to cover the costs of replacement.

Secondary students may borrow up to 6 books at a time if needed but are generally encouraged to borrow 2-3 books of a variety of genres during fortnightly KS3 Library Reading Lessons. Secondary students may borrow books for up to 4 weeks.

Each term secondary students are given a STAR Reading test to ascertain their AR reading level. Students are encouraged to choose at or above their AR level.

Four weeks before the end of the school year, overdue book reminders will be emailed to parents of students who have overdue book(s) for more than 60 days by the Finance Office. An invoice is included, with payment options. If students don't return their outstanding overdue book(s), they cannot receive their EOY reports.

Textbooks

The world has changed rapidly with the introduction and new technologies, and this has impacted on the way we conceive the traditional textbook. Most of our student textbooks now are online, either as soft-copy versions held on Microsoft team or via online subscription that allow interactivity with web-based materials. For example, the school has a subscription to Kognity, one of the leading online textbook providers, which cover most courses in the IGCSE and IB DP. Online textbooks are more up to date, link directly to video content, and contain assessment tools to help students and teachers keep track of progress.

All online and physical textbooks are provided by the school as part of the school fees and are linked to the Programmes of Study or Exam Syllabuses. In the subjects where textbooks are still physical, students are permitted to take them home for their on-going study and are required to keep books in good condition. They are the property of the school and if damaged or lost, they must be paid for by the student.





Routines

Our school routines help keep your child safe and happy.



Bicycles

Students arriving at school must wear a helmet to be allowed to park their bicycle in the school.

Bus Service

We have school buses servicing many districts. The buses are fitted with seat belts and all staff and students are required to use them.

There is a monitor on each bus who has a mobile telephone in case of an emergency. If you would like further details of the bus service please contact the Secondary Office.

Availability of the school bus service may be limited and is on a first come, first served basis.

Pick-up: It is important to be ready when the bus arrives so that it can continue on its route without delay.

Drop-off: Parents must collect their child promptly; we do not supervise at drop-off points. If children are left unsupervised then alternative arrangements will need to be made for transport.

Bus Fees are revised annually.

Calendar

The calendar is posted on the school website and is available in printed form from the school reception.

Calendar of Events

The events calendar is also available on the school website. It is subject to change and is updated as and when necessary. Changes are communicated through newsletters or letters home.



Computer Equipment

Students are required to bring in laptops for use in lessons but the school takes no responsibility for their loss or damage. Students should use their locker (with padlock) to store these when not in use. These laptops can be very simple and need not be high spec and expensive.

Evacuation Drills

Evacuation drills occur regularly and cover multiple types of emergency. The alarms sounds for drills or for a genuine evacuation. Every drill is treated as a genuine evacuation and acted on accordingly with urgency and seriousness. Staff evaluate the students' response each time. The front area of the school is the meeting point for all staff and students.

Learning Technology & Device Use

All students are expected to follow the Learning Technology Code of Conduct, which is reissued at the start of each academic year.

When in school and connected to the network, students must ensure that they follow the guidance below:

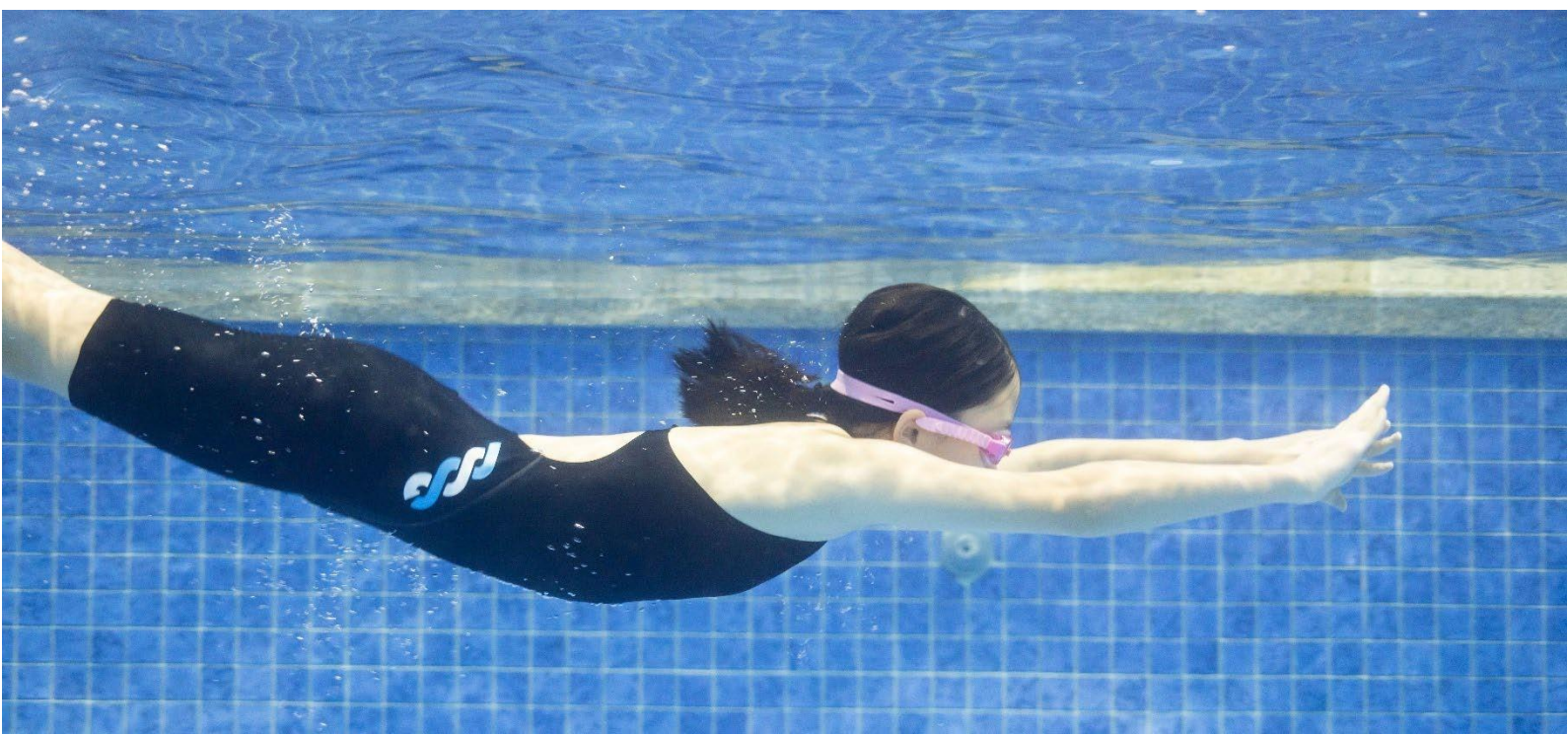
The school's Network Use and Internet Guidelines has been drawn up to protect all parties – the students, the staff and the school.

- 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 ICT 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 email sent and for contacts made that may result in email being received. An email 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.
- Activity which alters or corrupts others' work will be treated as vandalism.
- Students may not access chatrooms, use 'Messenger' programs or play/download games on the school network. Use for personal financial gain, gambling, political purposes or advertising is forbidden and copyright of materials must be respected.
- Students must not use the school's computer and network to run a business, use betting sites or engage in political activities.
- 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 BIS. 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.





Lesson Timings

Period	Time	Duration
Form	08:30	20 minutes
1	08:50	50 minutes
2	09:40	50 minutes
Break	10:30	25 minutes
3	10:55	50 minutes
4	11:45	50 minutes
Lunch	12:35	50 minutes
5	13:25	50 minutes
6	14:15	50 minutes
Activities	15:05	50 minutes

Lost Property

A lost property area is managed by the Secondary Office. Students can collect any items they have mislaid.

Lunch

Students eat lunch in the Dining Hall. Meals are included in the school fees and therefore outside meals are not allowed in school.

Lockdown Procedures

A lockdown will be initiated when a situation arises that requires the isolation (rather than the evacuation) of staff and students from an identified threat such as extreme weather, civil unrest or a violent intruder.

The Principal will commence the lockdown by repeating "Lockdown" three times through the campus PA system. Staff and children will remain in the classroom (or go to the designated safe area), turn off all the lights, lock the doors, close the blinds and wait silently for the "all clear" to be heard. The lockdown drill will be practised twice a year.

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 their key, and for looking after any valuable items that they bring to school. Padlocks are available for purchase from the school shop. Students will be expected to plan for two lessons at a time. This will allow them to leave their bags in their lockers and only take the items they need for the next two lessons. There will be time for students to visit their locker

at break, lunch and at the end of the day.

Medical Policy

The school nurse in the infirmary 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 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.

Please remember to inform the school if your child is absent because of illness by either calling Reception on 024 3946 0435 or by emailing the Secondary Office.

A child with a contagious disease (a disease which can easily be passed on to other people) will be sent home. They may come back to school when the risk of infecting other children has passed. Please call the school to let us know if your child becomes ill with a contagious disease. We can then watch out for similar symptoms in other children.

Medication Policy

Students must NOT bring medication to school and take it without adult supervision. The school nurse will look after medicines (in the original container) sent in with a child and will supervise the student taking them in the infirmary in the correct quantity and 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 the nurse only 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.

Antibiotics will not be given to any pupils unless they are prescribed by a doctor. Pupils with conditions which require the use of antibiotics should see their own doctor for the prescription and must hand the medicine in to the nurse if they need to take it during the school day.

A careful record will be kept of any medication administered at school. If your child is given medicine, an email will be sent home with the details.

Accident Policy

For common complaints

Minor incidents (scrapes, cuts, etc.) will be dealt with as deemed appropriate by the school nurse, teacher or assistant, using basic first aid techniques. 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.

For serious illness/accidents

If a more serious accident (sports injury, broken bones, head injuries, fainting, etc.) occurs on school property during school hours, the child will be taken to the school nurse to be evaluated and an incident report will be made. If, in the opinion of the nurse and staff dealing with the incident, the student either needs to go home or to the hospital nominated on the Medical Form for further medical treatment, the parents will be contacted by telephone by the Nurse or by Head of Year/ Key Stage Coordinators. If the parents cannot be contacted and it is thought appropriate, the child will be taken immediately to the nearest hospital. Every effort will be made to contact the parents. Where an accident or serious illness occurs on a school trip, the child will be taken to the best available hospital in the area and parents will be contacted as soon as possible.

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. Notify the school in writing and speak to your child's teacher about any new allergies (food or medication) that your child has, or any change in contact number or medical conditions. From time to time we will ask parents to update the information we have by asking for a new form to be completed.

Mobile devices

Mobile phones are **not** allowed to be used by students for any reason, unless specifically invited by teachers for a learning activity. Students may bring mobile phones to school but they should be switched off and locked away in lockers. If anybody needs to make a call home during the day they may use the school phone in Reception or Secondary Office.

If a student is caught using a mobile phone it will be taken from the student. It will then be returned at the end of the school day.

Newsletter

A weekly bulletin is sent home from the Principal's Office every Friday. Make sure that your email address (not your son or daughter's) is on our group mailing list.

Nurse

A fully qualified nurse is on site during school hours. Her office is located on the first floor of the common area. All students must get permission to visit the school nurse from their class teacher in their Student Diary. i.e. students needing to visit the nurse during registration 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, Head of Year and next subject teacher.

Parents may 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 above in the Medical Section.

Printing at School

Students may print their work at school if directed to by the teacher (for display for example). General printing will take place at home or if at school, according to a personal quota.

Security

Visitors will collect an Identity Tag at the guard-house. This should be worn whilst on campus. They will also be given a Code of Conduct by which they must abide while on the premises.



Traffic

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, it is essential that drivers follow the school guidance exactly.

Uniform

The student dress code explains uniform requirements and how the uniform should be worn. It is printed in the Student Diary.

BIS Student Dress Code

General Appearance

Observing how the students wear their uniform often gives others lasting impressions of a school. Students who present themselves well will earn respect for themselves and their school because they have shown respect for their school, and pride in their appearance.

Girls

- School blouse – plain white, should be recently pressed or ironed (Year 12 & 13: Blue)
- Skirt – beige, school issue (Year 12 & 13: Blue) and/or trousers
- Pullover – only the school pullover may be worn (Year 12 & 13: Blue)
- Fleece – only the school fleece may be worn
- Socks – plain black/ white
- 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
- Make-up and/or nail varnish are not allowed
- Jewellery: small items are permitted at the discretion of the Head of Year.
- The Head of Year will decide whether what you are wearing is within the spirit of the rules. For Guidance One single or pair of stud earrings, a ring and a small necklace are allowed. Please note, hoop or dangle earrings are not permitted for health and safety reasons. bracelet/ friendship bands within reason; no tattoos or body piercing.
- In winter - black/ white tights and a black T-shirt underneath the uniform.

Boys

- School shirt – plain white – worn tucked-in, should be recently pressed or ironed (Year 12 & 13: Blue)
- Trousers – long beige 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) (Year 12 & 13: Blue)
- Pullover – only the school pullover may be worn (Year 12 & 13: Blue)
- Fleece – only the school fleece may be worn

- Socks – plain black/ white
- Shoes – clean and polished black leather (no suede, trainers/sports shoes or sandals)
- Belt – black leather
- Jewellery: small items are permitted at the discretion of the Head of Year.
- In winter - black/ white T-shirt underneath the uniform.

For all students who choose to wear trousers they must ensure that their shirt is tucked in.

PE and Drama

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

PE kit, or other appropriate clothing may be worn for PE Extra Curricular Activities. The length of your PE shorts should be from the waist to just above the knee.

Only approved Drama clothes should be worn during Drama lessons.

Students should not wear a mix 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.

Students should wear a different shirt for sport at break and lunch.

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





Valuables

BIS encourages students to take responsibility for any equipment they bring to school.

Students are allowed to wear small items of jewellery as per dress code regulations. Any items of financial or sentimental value should be left at home.

For PE lessons students may hand in watches etc – this system is designed to promote safety in PE lessons but it is not designed for the secure deposit of items and is therefore based on trust. If in doubt, use your locker on PE days. All students are provided with a personal locker for this reason. Students should never leave money or valuables in the changing rooms or in their bag.

When students have PE lessons or clubs, they should hand any watches and wallets etc to their PE teacher, who will keep them in a valuables box until the end of the lesson. No student should be leaving their wallet unattended in 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, immediately, 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.

BIS will not be held responsible for any valuable items that go missing at school.





Student Wellbeing

The health and wellbeing of your child is always at the forefront of our minds

BIS Hanoi is a caring and multicultural community that encourages all individuals to learn, achieve and lead in a dynamic and challenging environment. We value enquiry, perseverance and reflection, act with integrity and treat one another with respect whilst learning together as responsible global citizens.

Vision: to shape a generation of creative and resilient global citizens – a generation that will change our world for the better.

Social purpose: At BIS Hanoi, our students and their families are part of an inclusive, respectful and caring community. We believe our students should make a positive contribution to the world and understand their responsibility as global citizens.

Here at BIS Hanoi we firmly believe every member of staff are responsible for the personal, social development and education of all students. Student happiness and welfare are at the heart of all school operations. Our pastoral system consists of Form Tutors, Heads of Year, Senior Leaders and a dedicated Safeguarding Team which, allows students to flourish in a safe and supportive environment.

As we continuously evolve, we recognize the need to hear the voices of our students, allowing them a sense of ownership and autonomy over their school. We see the true value in a restorative approach that encourages student behavior which is supportive and respectful. Students are encouraged to be accountable for their actions and work closely with pastoral leaders to create solution-based outcomes.

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. In the first instance, students should tell:

- Form Tutors
- Assistant Head - Well-being
- Head of Year
- Secondary Headteacher.

Expeditions

Preparation: as far as practical, staff will conduct risk assessments in advance of school trips to ascertain:

1. Availability of suitable personnel
2. Quality and layout of accommodation
3. Security of site, especially after dark
4. Nearby temptations for students
5. Accessibility and safety of transportation
6. Availability of medical help in an emergency
7. Dangers inherent in the site itself
8. Dangers inherent in the activities planned.

Information to parents will then convey the following:

1. Trip aims
2. Final itinerary
3. Equipment/packing list
4. Contact phone numbers for additional information prior to departure.
5. Medical and consent forms.

Co-Curricular Activities (CCAs)

The Secondary Section will offer students the opportunity to participate in a range of activities (CCAs) outside of normal school hours. The CCA programme aims to be an enrichment programme which has three streams: community, activity, and service. Participation in CCAs enable students to gain invaluable experiences and skills.

Most of these activities run from 15:05 to 16:05 unless otherwise stated. CCAs run by school staff do not normally incur an extra charge.

Form Tutors

Students are grouped into Forms (Home Rooms). This group registers with their Form Tutor and follows the Wellbeing Programme together. The Form Teacher is the first point of contact over pastoral concerns.

Houses

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

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



House Points

A student is given a House Point for excellence in class or for participation in extra-curricular activities. The accumulation of House Points takes place throughout the academic year, with Certificates, awarded in assembly. House points are awarded under the categories of our values: Care, Respect, Integrity, Perseverance, Enquiry, Reflection.

Wellbeing

Wellbeing 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. Wellbeing includes three 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.
- 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.

Research consistently shows that Wellbeing provides young people with the knowledge and skills they need and want to make decisions in life that are right for them and to negotiate happy, healthy relationships.

Our contextual wellbeing curriculum is an educational framework designed to promote holistic well-being among our students by considering their individual needs, experiences, and the broader context in which they live. It goes beyond traditional academic subjects and focuses on nurturing social-emotional skills, resilience, mindfulness, and self-awareness.

The curriculum can be seen as seven overlapping strands:

- Careers education
- Citizenship and community
- Drugs, alcohol and tobacco education
- Emotional health and wellbeing

- Health and Safety education
- Sex and relationships education
- Study skills

Pastoral Care

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

Form teachers, who have both regular contact with, and an academic and behavioural overview of the students in their form, are very important in pastoral care, and they are assisted by the Head of Year and Secondary SLT. The school's Wellbeing programme is a very important part of pastoral care.

Smoking

BIS operates a no-smoking policy on campus. This includes the use of e-cigarettes and vaping.

Student Leadership

Students have the opportunity for leadership positions by becoming one of the following:

- Prefect
- Student Council Representative
- House Captain
- Subject Ambassador





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