



LA CÔTE
INTERNATIONAL SCHOOL
AUBONNE

PASTORAL HANDBOOK



2024-2025



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GENERAL SECTION

WHAT IS OUR VISION AND EDUCATIONAL APPROACH?

At LCIS, our vision is to shape a generation of creative and resilient global citizens, a generation that will change our world for the better. Our educational approach opens doors for our students by creating life-changing experiences.

We make these promises to our students and families:

- Truly Personalized Learning. Your child will be given the challenge, support, and opportunities to achieve here more than at any other school.
- Creating the Future. Your child will leave our school with everything they need for success, whatever they choose to do or be in life.
- Vibrant International Family. We are not just a school, but a family, and our parents, students, and teachers all act together as one to care for and nurture your children, making our school the best place for each one to learn, grow and flourish.

WHAT IS PASTORAL CARE AT LCIS?

Pastoral care lies at the heart of our school and is embedded in everything we do. We care about the mental health and wellbeing of our students.

At LCIS, we have several channels of support available within the school to ensure student safety and to help maintain strong mental health.

Enclosed is an overview of Pastoral Care at LCIS, including the Homeroom structure, House system, Psychological Counselling Support, Safeguarding, and a brief step-by-step protocol for who to contact should the need arises and how we handle safety concerns expressed by staff or students .

WHAT IS SAFEGUARDING AT LCIS?

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm.

Safeguarding means:

- protecting children from abuse and maltreatment
- preventing harm to children's health or development
- ensuring children grow up with the provision of safe and effective care
- taking action to enable all children and young people to have the best outcomes.

Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child.

<https://learning.nspcc.org.uk/safeguarding-child-protection>

EYFS AND PRIMARY

WHO TO CONTACT

The class teacher should be the first point of contact, then a PLT (Primary Leadership Team) staff member.

RESPECT RULES (CODE OF CONDUCT)

At LCIS, our students and staff have developed and embedded a set of rules which represent our Code of Conduct. These 'Respect Rules' serve to encourage our school community to follow an agreed set of expectations, in terms of how we relate to and collaborate with each other, and how we conduct ourselves within school and beyond.

| 'RESPECT RULES' CODE OF CONDUCT | |
|---------------------------------|---|
| R = Responsible | <ul style="list-style-type: none"> • to yourself • to the community • for your belongings • to the environment |
| E = Empathy | <ul style="list-style-type: none"> • to others • to yourself • to the environment |
| S = Smile | <ul style="list-style-type: none"> • to show you are happy • to give off positive vibes • to put others at ease • to show warmth towards others |
| P = Patience | <ul style="list-style-type: none"> • to remain calm • to allow time to respond • to allow time to think |
| E = Equality | <ul style="list-style-type: none"> • to be treated the same • to be understood • to be fair |
| C = Collaboration | <ul style="list-style-type: none"> • to communicate • to be a team player • to be a family |
| T = Trust | <ul style="list-style-type: none"> • to believe in each other • to rely on each other • to be protected |

PRIMARY HOUSE SYSTEM (CLASS DOJO)

Each student is assigned to one of our four Houses: Montreux (blue), Rhône (red), Simplon (green) and Savoie (yellow).

The House System aims to facilitate more mixing between the different year groups: increase community spirit and social welfare in and out of school; offer peer mentoring opportunities; boost the existing rewards system; encourage more students to get involved in competitions; and develop leadership opportunities for students. Siblings are always assigned to the same House.

House points are awarded for positive achievement and effort in all aspects of school life.

House points are also linked to our Personal Learning Goals and 'Respect Rules' and encourage a better understanding of the fundamental behaviours for learning.

REWARDS, INTERVENTIONS, AND WHOM TO CONTACT

This table shows the rewards and interventions at La Côte International School alongside the protocol of who best to contact in order.

| | Rewards | Interventions | Who To Contact |
|------------------|---|--|---|
| EYFS and Primary | <ul style="list-style-type: none"> • Golden Badge • House Points (Class Dojo) • Classroom rewards • Verbal praise | <ul style="list-style-type: none"> • Individual Classroom Management • iSAMS Wellbeing Manager • Verbal warnings • Time out (when appropriate) • Exclusions* • Referral to AHT Pastoral and/or SENCo | <ul style="list-style-type: none"> • Classroom Teacher • Key Stage Leader (Key stage One or Key stage Two) • Primary Leadership Team |

* An exclusion happens when the school decides that a student is not allowed to attend school either at lunchtime, for a fixed period or permanently, in response to a breach of the school Behaviour Policy on a case-by-case basis to ensure the safety for the pupil/s and the school community. Behaviour issues are dealt with case by case depending on the context, gravity and behaviour issue.

PSHE

Our Personal Social Health Education (PSHE) programme encourages children to create and nurture positive relationships, teaching emotional literacy, social skills and lifelong resilience in an age-related manner. We focus on positive behaviour, reinforcing the right choices whilst encouraging children to take responsibility for their actions at times when they make the wrong choice. For instance, it supports our students when relationships might break down and offers positive and restorative solutions.

We use the 'Jigsaw' scheme of work, which offers a comprehensive programme for Primary children, providing them with relevant learning experiences to help them navigate their world. For further information regarding this programme, please see the Curriculum Booklet shared with all parents at the start of the academic year. A variety of wellbeing activities are

also available to students, including mindfulness, Global Campus and yoga sessions.

ASSEMBLIES

In our Primary section, students and staff come together each week for our whole school assembly, which takes place on a Friday. This assembly time represents a collective moment of unity and belonging. Students are able to share their experiences and their learning through performances linked to topics, events and cultural celebrations. It also offers an opportunity to reinforce our PSHE programme, and our Respect Rules, school values and expectations, whilst positively motivating our students through awards such as our Golden Badges and Housepoint Certificates.

SOCIAL MEDIA

Pupils are not allowed to bring mobile phones to school, and do not have access to social media in school. They are taught e-safety across all age groups and receive regular reminders from staff. Parents are encouraged to be vigilant and are reminded that pupils should not have social media accounts. When the school receives reports of misuse of technology or social media outside of school, but involving pupils on roll, parents will be informed, and the pupils involved will be spoken to if this is required to ensure pupil's safety.

LCIS continually evaluates its social media and technology use policies to reflect the current research and best practices shared by the UK, Swiss, and other governing bodies' guidance.

BULLYING

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video). It is often motivated by prejudice or bigotry, but also by relationship breakdown, jealousy, isolation, or peer pressure. It might be motivated by actual differences between children, or perceived differences.

At La Côte International School, we take bullying very seriously and deal with it on a case-by-case basis. We do not tolerate bullying in our school and, as well as dealing with the bully, we also aim to provide ongoing support for the victim and understand and remedy the causes behind the bullying. Please contact your child's classroom teacher if you have any concerns.

BEHAVIOUR LINKS WITH/TO LEARNING SUPPORT NEEDS

Children with Special Education Needs and Disabilities (SEND) are given special consideration in relation to this policy. Staff are encouraged to liaise with the Learning Support Coordinator to explore reasonable adjustments that may need to be made, e.g. reduced outdoor play if overstimulated by playground noise, movement, and use of social stories to clarify expectations. It should be recognised that repeated patterns and types of behaviour can relate to specific learning differences, difficulties with social interaction and social communication, and/or emotional wellbeing needs. Parents can contact the student's classroom teacher for questions or concerns about their child's learning support needs.

BEHAVIOUR SUPPORT PLANS

In some circumstances where a pupil requires additional support, a Behaviour Support Plan will be introduced. This will be written in conjunction with the class teacher, pupil, parents/carers and any external professionals (where deemed necessary). This plan will be assessed, planned and reviewed regularly.

IN-SCHOOL COUNSELLING SERVICES

This service is designed to help students manage social and emotional challenges and learn effective personal and interpersonal coping strategies. It involves a relationship with a trained counsellor who has the expertise to help and guide children through these challenges. The Primary School section uses an integrative approach to meet the developmental needs of its students; approaches could include play therapy, creative counselling, mindfulness, talk therapy and cognitive behavioural therapy. The frequency and duration of counselling sessions will depend on the needs of each child.

HOW DO I ACCESS IN-SCHOOL COUNSELLING SUPPORT FOR MY CHILD?

If you are interested in seeking this service for your child, please email our Assistant Counsellor (EYFS and Primary) Mhica Salvo at mhica.salvo@lcis.ch for more information regarding the referral process*.

The counsellor may share strategies with teachers and parents in order to assist students in coping with their emotions at home or at school. Students are informed of this during their first session.

*The school counsellor is available to all students experiencing an immediate mental health concern. Following guidance from the ISCA (International School Counselor Association) model, the counsellor may make referrals to outside professionals as needed, based upon the level of student risk and professional judgement. Unless the circumstances are exceptional and pose a risk to the child, parents will be consulted regarding external referrals.

SCHOOL COUNSELLOR ETHICAL STANDARDS FOR CONFIDENTIALITY

- Confidentiality is discussed in an age-appropriate way with students during the first sessions.
- Counsellors will refrain from sharing confidential information with an external therapist unless permission is granted by the parent or share case notes about a client unless mandated by the court.
- In order to provide the best possible care, the counsellor may consult with other mental health professionals.
- If the counsellor determines there is evidence of clear and imminent danger of self-harm and/or harm to others, the counsellor is required to report these concerns to the Designated Safeguarding Lead (DSL) at La Côte International School, Aubonne.
- Should the counsellor learn of abuse or neglect, the counsellor is obligated to report this information to the DSL.
- A court ordered subpoena issued by a judge may require the counsellor to release records and/or require a counsellor to testify.

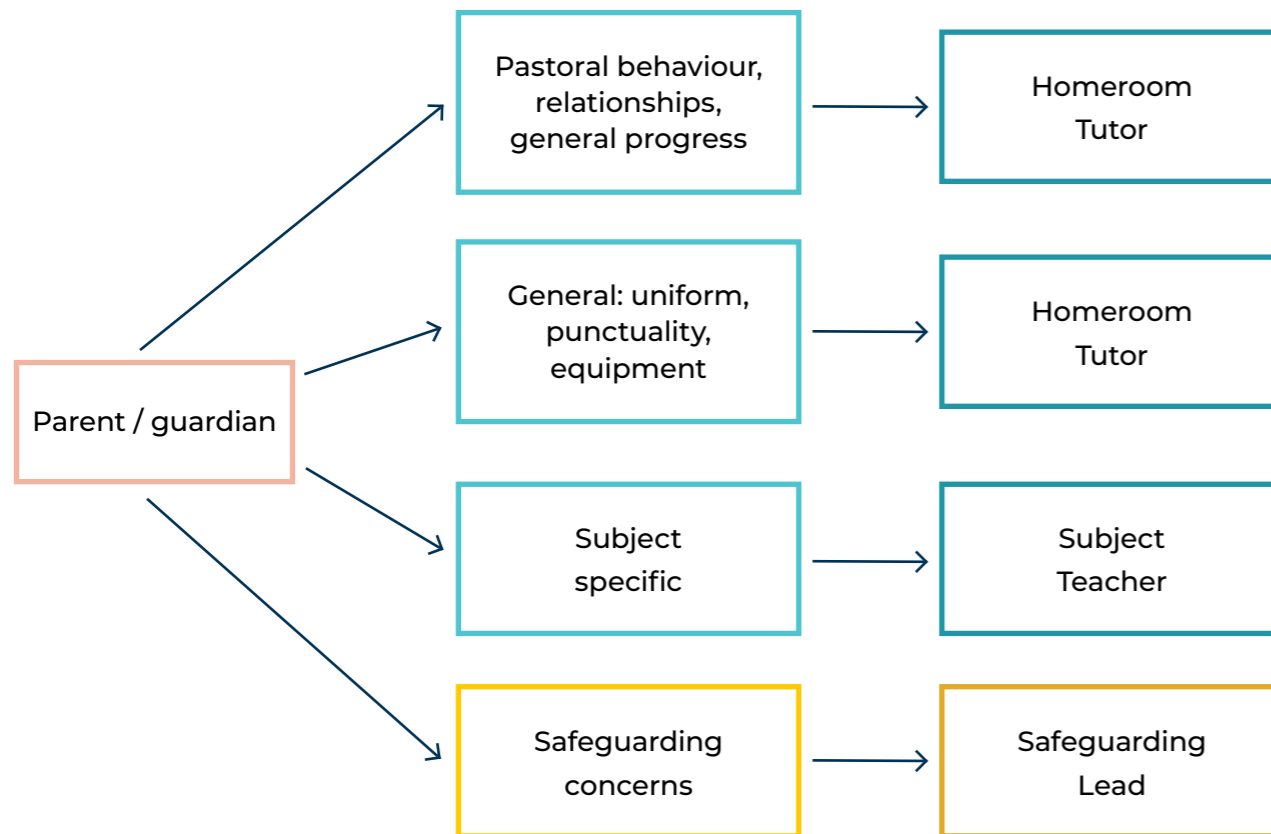
WHO DO I CONTACT IF I HAVE A MENTAL HEALTH EMERGENCY?

If you or your child are experiencing a mental health emergency and need support immediately, please contact your nearest hospital emergency room.

Vaud: +41(0)848 133 133 (this is a 24 hour emergency line through the CHUV)
Geneva: +41(0)22 372 38 62 (this is the psychiatric emergency line)
Valais: +41(0)800012210 (this is the 24 hour psychiatric emergency line)

SECONDARY

WHO TO CONTACT



Through our Pastoral system, we want every student to feel listened to, valued and supported, both academically and personally.

HOMEROOM

Your child will spend the beginning of each day in their Homeroom with students from the same year group. The Homeroom Tutor acts as a point of contact and is the main link between home and school. Tutors are responsible for the day-to-day organisation of pupils and help with monitoring pastoral and academic progress.

CODE OF CONDUCT – RESPECT

Our school council used the Primary “Respect Rules” as a starting point and with the consultation of all our students, they developed our Secondary code of conduct.

As in Primary, this code of conduct will be embedded by our students and staff this year. It will encourage our school community to follow an agreed set of expectations in terms of how we conduct ourselves with each other, within school and beyond.

| 'RESPECT RULES' CODE OF CONDUCT | |
|---------------------------------|---|
| R = Responsible | <ul style="list-style-type: none"> • Be on time and prepared to school and lessons • Use your electronic devices appropriately |
| E = Empathy | <ul style="list-style-type: none"> • Be kind to yourself • Be kind and mindful to others |
| S = Safety | <ul style="list-style-type: none"> • Behave appropriately around school • Respect school property |
| P = Perseverance | <ul style="list-style-type: none"> • Accept and grow from failure • Have a growth mindset |
| E = Excellence | <ul style="list-style-type: none"> • Work to the best of your abilities at all times • Hand in work on time • Wear the correct uniform |
| C = Creativity | <ul style="list-style-type: none"> • Keep an open mind • Approach problems from different perspectives |
| T = Teamwork | <ul style="list-style-type: none"> • Participate in House activities • Communicate with peers and staff effectively • Use your strengths to contribute to team activities and group work |

HOUSE SYSTEM (VIA E-PRAISE)

Each student is assigned to one of our four Houses: Montreux, Rhône, Simplon and Savoie.

The House System aims to facilitate more mixing between the different year groups; increase community spirit; offer peer mentoring opportunities; boost the existing rewards system; encourage more students to get involved in competitions; and develop leadership opportunities for students.

House points (via E-praise) are awarded for positive achievement and effort in all aspects of school life.

House points are also linked to the IB Learner Profile and encourage a better understanding of the LP attributes.

These points can be awarded by any staff member at any time during the day and points earned by individual students also go towards their House.

Students have access to E-praise via a unique log in. They can therefore monitor how many points they have been awarded and in what subject via a unique log in. E-praise has a “shop” where these points can be exchanged for different items.

REWARDS

House points, via E-praise awarded for:

- Effort
- Achievement
- Learner profile
- Participation in extra-curricular and House activities

Certificates, Awards and Prizes:

- Milestone House Point accolades
- Student of the Month
- Annual Prize giving

CONSEQUENCES

At LCIS, students are expected to follow the Code of Conduct (See Document). Consequences for not following the Code of Conduct may include actions taken by the classroom teacher, reflection time, or referral to the SLT or Assistant Head-Pastoral.

The School may temporarily or permanently exclude a student for serious misbehaviour. This may include violence, intimidation, bullying (including cyberbullying), any form of racism or other bigotry, the possession of drugs, committing a criminal offence (including theft), serious breaches endangering the health and safety of others, or blatant refusal to comply with school expectations. This list is neither exhaustive nor exclusive as the decision rests with the Principal. Any student found to be supplying illegal drugs inside or outside the School will be permanently excluded.

INFORMATION, COMMUNICATION AND TECHNOLOGY

Mobile phones and devices are required to remain in students' lockers throughout the school day, unless otherwise permitted by a teacher for educational purposes under the BYOD Policy. LCIS is committed to providing safe and calm environments free from distraction so all pupils can receive the education they deserve.

LCIS continually evaluates its social media and technology use policies to reflect the current research and best practices suggested by the UK and Swiss educational authorities.

PSHE

The LCIS Vision includes preparing students to be creative and resilient global citizens. Our PSHE (Personal, Social, Health and Emotional) programme conducted through Homeroom and PSHE mornings is meant to equip your child with both knowledge and skills to be confident in making informed choices and understand what influences their decisions. It will help them develop empathy, resilience, their ability to work with others, the essential skills for future employability. This will be complemented with mindfulness and wellbeing activities designed to meet the needs of each student.

IN-SCHOOL COUNSELLING SERVICES

What is school counselling? School counselling is designed to help students manage mental health concerns, emotional distress, and learn effective personal and interpersonal coping strategies, especially as they relate to educational outcomes. It involves a relationship with a trained school counsellor, whose aim is to help students accomplish their goals and cope with mental health difficulties. In this process, students might share sensitive, personal, and private information that may be distressing. During the course of counselling, there may be periods of increased anxiety or confusion.

How are sessions scheduled? Individual counselling sessions take place at La Côte International School during the school day. The Assistant Head – Pastoral works closely with the School Counsellor to ensure students' sessions are scheduled at a time that best fits students' academic schedules.

How do I access counselling support for my child? If you are interested in seeking this service for your child, please email Assistant Head Pastoral Valerie Fournet at valerie.fournet@lcis.ch for more information regarding the referral process*.

How is my child's confidentiality protected? All interactions with the School Counsellor are kept confidential between the student and counsellor; this includes scheduling of sessions, attendance at appointments, content of sessions, progress in counselling, and all records. No record of counselling is contained in any academic or educational file. Protecting confidentiality significantly enhances a counsellor's ability to build a safe therapeutic relationship and establish trust with a student.

Parents will be asked to sign a consent form for students who will see the counsellor on a recurring basis.

**The school counsellor is available to all students experiencing an immediate mental health concern. Following guidance from the ISCA (International School Counselor Association) model, however, the counsellor will make referrals outside as needed, based upon the level of student risk and professional judgement.*

WHAT ARE THE EXCEPTIONS TO CONFIDENTIALITY?

- In order to provide the best possible care, the counsellor may consult with other mental health professionals.
- If the counsellor determines there is evidence of clear and imminent danger of self-harm and/or harm to others, the counsellor will contact the parents and share these concerns with the Designated Safeguarding Lead (DSL) at La Côte International School Aubonne.
- Should the counsellor learn of abuse or neglect, the counsellor is obligated to report this information to the DSL.
- A court ordered subpoena issued by a judge may require the counsellor to release records and/or require a counsellor to testify.

Who do I contact if I have a mental health emergency? If you or your child are experiencing a mental health emergency and need support immediately, please contact your nearest hospital emergency room.

Vaud: +41(0)848 133 133 (this is a 24 hour emergency line through the CHUV)

Geneva: +41(0)22 372 38 62 (this is the psychiatric emergency line)

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SECONDARY SCHOOL COUNSELLOR – LEAD COUNSELLOR

Lindsay Pfiffner has an undergraduate degree in English Literature & Creative Writing from Texas A&M University. She has a master's degree in School Counselling from Amberton University. Lindsay was a secondary English teacher for 8 years before becoming a High School Counselor in the United States. She provides mental health support utilizing a range of evidence-based techniques. As a School Counsellor, Mrs. Pfiffner believes in supporting all students through social-emotional education, advocacy for mental health, and providing direct support to students in need. Mrs. Pfiffner supports the secondary program 2 ½ days a week. Her main responsibilities include emergency assessments, mental health support for anxiety, depression, and other distressing mental health concerns that affect school functioning. Mrs. Pfiffner consults with external psychiatrists and provides referrals for external therapists and other mental health professionals as needed. She consults regularly with the Assistant Head Pastoral, DSL, SEN support, and School Nurse. All services are confidential except for safeguarding issues to be discussed with DSL.



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