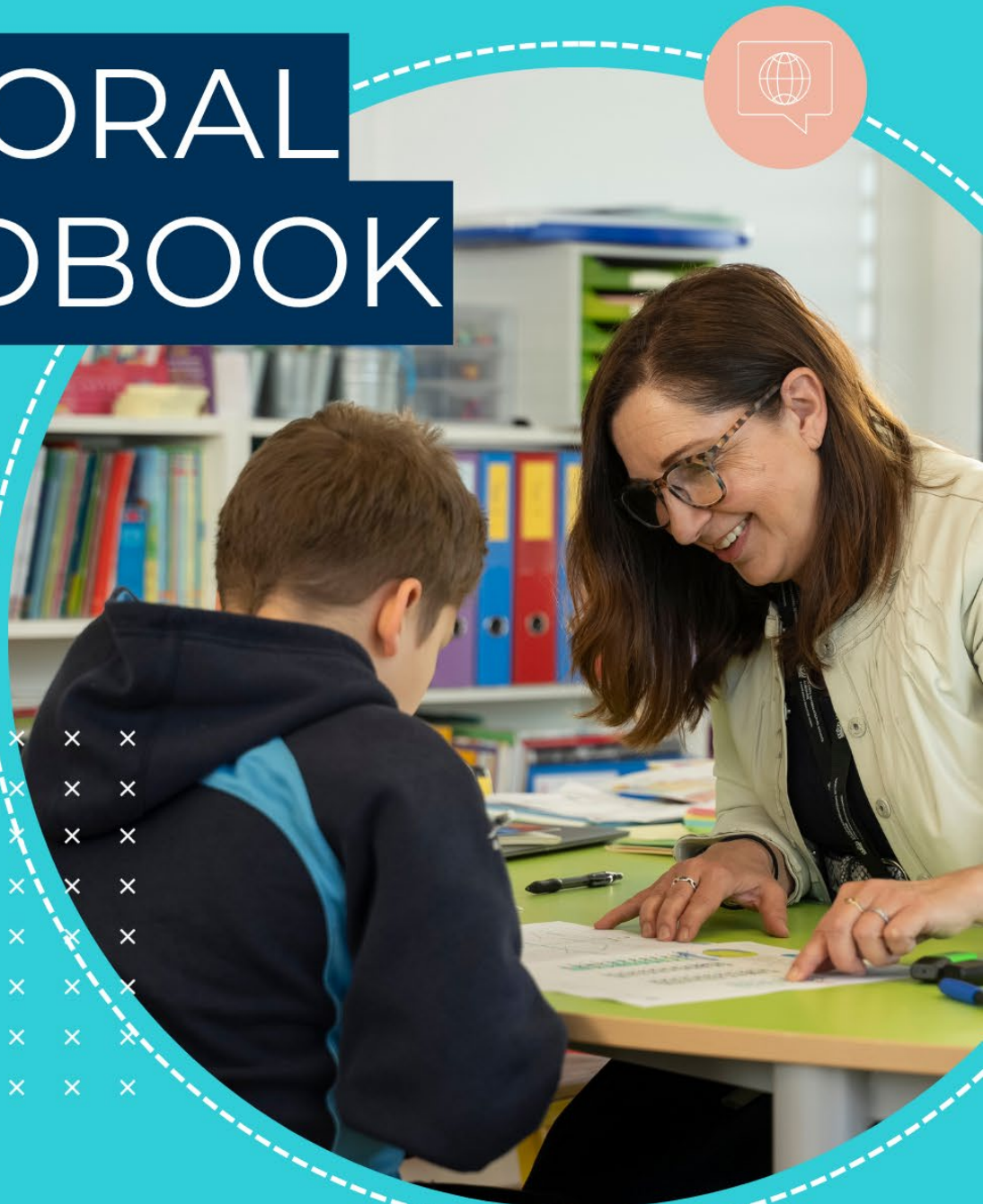




LA CÔTE
INTERNATIONAL SCHOOL
AUBONNE

PASTORAL HANDBOOK

2025-2026



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GENERAL SECTION

WHAT IS OUR MISSION STATEMENT

We nurture academic excellence, social confidence, manners, and both respect and self-respect. Our approach focuses on the individual child, coupled with global opportunities offers every child unique experiences. We educate our students to engage and thrive in tomorrows' world.

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.

During this time of uncertainty, we believe it is vital to keep you informed of the 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

If you have any questions, please initially contact your child's class teacher. If necessary, a member of PLT or the Head of Primary can also help.

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 = Enthusiasm	<ul style="list-style-type: none">• to passionately follow your dreams• to participate• for your class, your team and your school
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 = Courage	<ul style="list-style-type: none">• in challenging situations• in stepping out of your comfort zone• to make the right choice
T = Trust	<ul style="list-style-type: none">• to believe in each other• to rely on each other• to be protected

REWARDS AND INTERVENTIONS

This table shows the rewards and interventions at La Cote International School. Staff record repeated interventions which would lead to a referral to a member of the Primary Senior Leadership Team (PSLT) and/or the SENCo.

	Rewards	Interventions
EYFS and Primary <i>*Appropriate provision is made and adjusted for our EYFS students</i>	<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, which will include verbal warnings followed by age-appropriate sanctions • Referral to PSLT or SENCo • Behaviour plan • Exclusions*

An exclusion happens when the school decides that a student is not allowed to attend school. This could be a removal from social time, e.g. lunchtime; for a fixed period or permanently. This would be in response to a breach of the this pastoral policy on a case-by-case basis to ensure the safety of our pupils and community.

BEHAVIOUR PLANS

In some circumstances, where a pupil requires additional support, a Behaviour 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.

BEHAVIOUR LINKS WITH/TO LEARNING SUPPORT NEEDS

Children with SEN/D are given special consideration in relation to this policy. Staff are encouraged to liaise with the Learning Support Coordinator and/or Assistant Head Teacher Pastoral to explore reasonable adjustments that may need to be made e.g. reduced outdoor play if over stimulated by playground noise, movement, and use of social story 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, emotional wellbeing needs related to in-school circumstances, emotional wellbeing needs related to out-of-school circumstances. Concerns relating to repeated behaviours may require consideration of a child being placed on the school's SEND register.

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) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

At La Cote International School, we take bullying seriously and it is dealt with on a case-by-case basis. Please contact your child's classroom teacher if you have any concerns.

PRIMARY HOUSE SYSTEM (CLASS DOJO)

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 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.

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.

PSHE

Our Personal Social Health Economic (PSHE) programme encourages children to create and nurture positive relationships and supports them at times when relationships might break down. 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.

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. This is complemented with Mindfulness and Yoga practices, in addition to a wealth of wellbeing activities, designed to meet the needs of each student.

Within this curriculum area, we regularly refer to the 'Zones of Regulation', teaching the students about different emotions and learning strategies to manage their day to day feelings. These are taught in an age appropriate manner across EYFS and Primary.

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

Students are taught about e-safety across all age groups and receive regular input through our curriculum including in PSHE and in Computing.

Students are not allowed to bring mobile phones, smart watches or other connected devices to school, and do not have access to social media in school. Parents are encouraged to be vigilant and are reminded that students 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.

WELLBEING MANAGER

At La Cote International school, we take wellbeing seriously and use a Wellbeing Manager programme to record and monitor student concerns and wellbeing. This securely managed portal helps the school track the vital information needed to provide proactive, preventative pastoral care.

COUNSELLING SUPPORT

This is a confidential process 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 integrated approach to counselling; this could include play therapy, creative counselling, mindfulness, talk therapy and cognitive behavioral therapy. The frequency and duration of counselling sessions will depend on the needs of each child.

The counsellor will share strategies with teachers and parents in order to implement strategies both at home and at school to help students cope with their emotions. Students are informed of this during their first session.

There may be times when the counsellor will make referrals to outside services based upon the level of student risk and clinical judgement

HOW DO I ACCESS COUNSELLING SUPPORT FOR MY CHILD?

If you are interested in seeking this service for your child, please email our Deputy Head of Primary, Adrienne Millar (Adrienne.millar@lcis.ch) and your child's class teacher. When a referral is made to the counsellor will arrange to meet with you and discuss concerns. Please note, class teachers and other staff may also recommend counselling support for your child, this will be discussed with you initially.

HOW IS MY CHILD'S CONFIDENTIALITY PROTECTED?

All interactions with the School Counsellor, including the content of sessions, progress in counselling and all records, are confidential. 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. Confidentiality is always maintained, except when there is a question of safety. Subsequently, a Safeguarding Report is filed with either the Designated Safeguarding Lead, Valerie Fournet (Secondary Assistant Headteacher) or the Deputy Designated Safeguarding Lead, Adrienne Millar.

WHAT ARE THE EXCEPTIONS TO CONFIDENTIALITY?

- Confidentiality is discussed 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 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

Year 7	<ul style="list-style-type: none">• 7A: Mark Comerford• 7B: Matt Ivey• 7C: Emma Gannon
Year 8	<ul style="list-style-type: none">• 8A: Patrick Marriott• 8B: Susie Muller
Year 9	<ul style="list-style-type: none">• 9A: Alice Jackson• 9B: Rebekah Shefford
Year 10	<ul style="list-style-type: none">• 10A: Matus Sagan• 10B: Kevin McDaid• 10C: Florence Pelat
Year 11	<ul style="list-style-type: none">• 11A: Amber Egli• 11B: Rosalind Kurlicki
Year 12	<ul style="list-style-type: none">• 12A: Dean Taylor• 12B: Robbie Lunniss
Year 13	<ul style="list-style-type: none">• 13A: Az Yusuf• 13B: Charlotte Baril• 13C: Fergal O'Connor

PHASE LEADS

- Phase Lead 7-9 – Nawale Belgrich – nawale.belgrich@lcis.ch
- Phase Lead 10-11 – Emma Fisher – emma.fisher@lcis.ch
- Phase Lead DP1 – Siobhan Newell – siobhan.newell@lcis.ch
- Phase Lead DP2 – Justin Brooks – justin.brooks@lcis.ch

Assistant Head Pastoral & Designated Safeguarding Lead – Valerie Fournet – valerie.fournet@lcis.ch

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. Homeroom allows them a space to ask questions that they may not have the opportunity to ask in other classes. Each student is part of a House and assigned a Homeroom Tutor, who acts as their primary pastoral contact and the key link between home and school. Homeroom tutors play a vital role in ensuring each student feels seen, supported and guided throughout their time at LCIS. They are responsible for the day-to-day organisation of pupils and help with monitoring pastoral and academic progress.

The Phase Leads offer an additional layer of pastoral and academic support, ensuring early intervention, consistent standards, and positive reinforcement of behaviour across year groups.

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.

Like 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 = Responsibility	<ul style="list-style-type: none"> • Be punctual and prepared for lessons • Take ownership of your actions and choices • Use electronic devices responsibly
E = Empathy	<ul style="list-style-type: none"> • Be kind to yourself and others • Try to understand different perspectives • Support classmates in need
S = Self-reflection	<ul style="list-style-type: none"> • Think about your actions and their impact • Learn from your mistakes and successes • Set personal goals for improvement
P = Perseverance	<ul style="list-style-type: none"> • Keep trying, even when things get difficult • See challenges as opportunities to grow • Celebrate effort as much as achievement
E = Equality	<ul style="list-style-type: none"> • Treat everyone with fairness and respect • Include others and celebrate diversity • Speak up against injustice or exclusion
C = Care	<ul style="list-style-type: none"> • Look after yourself and others • Take care of the school environment • Show compassion in your words and actions
T = Trust	<ul style="list-style-type: none"> • Be honest and reliable • Respect others' privacy and boundaries • Build positive relationships through integrity

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

LCIS Behaviour Support - At-a-Glance

Stage 1 - Teacher Intervention

- Handled by any staff (teacher, tutor, duty)
- △ Examples: Disruption, lateness, mobile misuse, unkind comments, uniform issues
- Actions: Reminder, restorative chat, seat change, mobile confiscation, parent may be informed

Stage 2 - Phase Lead / HOD

- Handled by Phase Lead or Head of Department
- △ Examples: Repeated disruption, antisocial behaviour, truancy (on-site), ICT misuse
- Actions: Time out, reflection task, apology, behaviour plan, parent informed

Stage 3 - SSLT

- Handled by Senior School Leadership Team
- △ Examples: Bullying, vandalism, theft, discrimination, truancy (off-site), academic dishonesty
- Actions: Parent meeting, suspension, loss of privileges, support plan

WELLBEING MANAGER

At La Cote International school, we take wellbeing seriously and use a Wellbeing Manager programme to record and monitor student concerns and wellbeing. This securely managed portal helps the school track the vital information needed to provide proactive, preventative pastoral care.

SOCIAL MEDIA

Mobile phones should always be in bags or in lockers. They are taught e-safety across all age groups and receive regular reminders from staff. Parents are encouraged to be vigilant with the use of technology. 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.

PSHE

Being a teenager nowadays is not easy. Our PSHE (Personal, Social, Health and Economic) provision during Homeroom and mainly during our PSHE half termly 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 and 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 PSYCHOLOGICAL COUNSELLING SERVICES

What is psychological counselling?

This is a confidential process designed to help students manage mental health concerns, emotional distress, and learn effective personal and interpersonal coping strategies. It involves a relationship with a trained counsellor who has the willingness to help individuals accomplish their goals and cope with mental health difficulties. In this process students might share sensitive, personal, and private information that may at times be distressing. During the course of counselling, there may be periods of increased anxiety or confusion. Your counsellor is available to offer support throughout the counselling process and to provide guidance along the way. It is important to note that counsellors do not provide family therapy.

How are sessions scheduled?

Individual psychological 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 long do sessions last?

Sessions are scheduled weekly and last between 45 minute – 1 hour. The sessions take place in a private counselling room located on the Secondary floor. To protect student confidentiality, students are asked to walk from the classroom to sessions on their own. The Assistant Head Pastoral will ensure the student's teacher is aware of the scheduled appointment with the counsellor.

Is parental consent required to access psychological counselling?

Students are allowed 1 walk-in session with the counsellor before parental consent is required. This is to ensure our counsellor can respond to emergency situations.

How do I access psychological 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; 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.

**Psychological counselling services are for students who have an immediate mental health concern. The Assistant Head-Pastoral in consultation with the psychological counsellor may make referrals to outside services based upon the level of student risk and clinical 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 is required to report these concerns to 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 PSYCHOLOGICAL 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 Counsellor 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, advocating for all students, 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 with the exception of safeguarding issues to be discussed with DSL.



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