



LA CÔTE INTERNATIONAL SCHOOL
AUBONNE
A NORD ANGLIA EDUCATION SCHOOL

2023-2024

PARENT HANDBOOK



CONTENTS

PRINCIPAL'S WELCOME	3
CONTACT DETAILS	4
DEADLINES FOR WITHDRAWAL	5
SCHOOL CALENDAR	5
SCHOOL DAY	6
HEALTH AND SAFETY	12
UNIFORM AND BACK TO SCHOOL	15
LIBRARY	16
PHYSICAL EDUCATION & TRIPS	17
PARENT-TEACHER COMMUNICATIONS	18
BEHAVIOUR	20
PASTORAL SUPPORT	23
SCHOOL COUNSELLORS	25
TEACHING AND CURRICULUM	26
EXTRACURRICULAR ACTIVITIES AFTERSCHOOL CARE	30
RESIDENTIAL TRIPS	31
PARENT INVOLVEMENT	31

PRINCIPAL'S WELCOME



Dear Parents,

May I wish you a very warm welcome to the 2023/24 school year at La Côte International School Aubonne (LCIS).

As you will see from the handbook and our school calendar, we have a very full programme of events planned to supplement the teaching and learning which is at the core of what we do. Please don't hesitate to get in touch with my colleagues or myself if you have any questions.

With every passing year at LCIS, I continue to be overwhelmed by the warmth of the community and the commitment to seeing the school grow as a family where everyone can flourish. Our mission remains the same; to see our students and your children achieve and grow academically, personally, and socially and to develop all the skills and attributes they need to help shape the world of the future. I have so much to learn from you as we develop our school in the coming years, and I am so looking forward to meeting you, or meeting you again, soon and to getting to know you and your children even better.

At the start of each academic year, we aim to give as much firm information as possible so parents can plan their commitments. Of course, we will communicate updates regularly and as soon as possible. Please do keep an eye on our bulletins, which are sent to you by email every week, for the very latest information.

Wishing you a fantastic year ahead in every respect.

Andy Puttock

Principal at La Côte International School Aubonne

CONTACT DETAILS

All LCIS staff have official email addresses through which they can be contacted.

To ensure you do not miss any emails from LCIS, please check your spam folder regularly for emails sent from school. Please mark all emails by LCIS found in your spam folder as 'safe sender', 'not spam', or 'not junk'. It is also a good idea to add the school's email addresses (Principal, administrative, and those relevant to your child's school area) to your email address book.

Principal Andy Puttock

andy.puttock@lcis.ch

PRIMARY SCHOOL

Head of Primary

alison.piguet@lcis.ch

Deputy Head of Primary

adrienne.millar@lcis.ch

Early Years Foundation Stage Coordinator

sandrine.pureur@lcis.ch

**Assistant Head Pastoral & Deputy
Safeguarding Lead**

gregory.biggs@lcis.ch

Assistant Head Curriculum

mark.obrien@lcis.ch

Assistant Head CPD

jane.leithead@lcis.ch

Student Support Primary

angela.patti@lcis.ch

USEFUL CONTACTS

General

lcis.reception@lcis.ch

Absences

absences@lcis.ch

School Nurse

nurse@lcis.ch

School Lunches registration/de-registration

meals@lcis.ch

SECONDARY SCHOOL

Head of Secondary

andrew.mcloughlin@lcis.ch

Deputy Head of Secondary

alexa.prior@lcis.ch

Assistant Head Lower Secondary

emily.hardwicke@lcis.ch

**Assistant Head Pastoral & Designated
Safeguarding Lead**

valerie.fournet@lcis.ch

Assistant Head Upper Secondary

adam.seymour@lcis.ch

Student Support Secondary

catherine.whetham@lcis.ch

Transport Services

transport@lcis.ch

Extracurricular Activities and Trips Coordinator

eca@lcis.ch

Uniforms

tdint@trutex.com

Admissions

admissions@lcis.ch

SCHOOL CALENDAR

AUTUMN TERM 2023	
Friday, 18 th August	Orientation Day (new students and parents)
Monday, 21 st August	Classes begin
Monday, 18 th September	Jeûne Fédéral - Public holiday / school closed
Monday, 16 th October - Friday, 27 th October	Mid-term holiday
Friday, 15 th December	End of Term 1 - School finishes 15.05 / 15.50
SPRING TERM 2024	
Monday, 8 th January	Classes begin
Friday, 9 th February	School closed - Pedagogical day for staff
Monday, 12 th - Friday, 16 th February	Mid-term holiday
Thursday, 28 th March	End of Term 2 - School finishes 15.05 / 15.50
Friday, 29 th March - Friday, 12 th April	Spring holiday
SUMMER TERM 2024	
Monday, 15 th April	Classes begin
Thursday, 9 th May	Ascension - Public holiday / school closed
Friday, 10 th May	School closed - holiday
Monday, 20 th May	Whit Monday - Public holiday / school closed
Friday, 21 st June	End of Term 3 - school finishes 11:50

DEADLINES FOR WITHDRAWAL

Any withdrawal during the school year must be communicated by the dates below. Parents can view additional information in our Terms & Conditions, which can be downloaded from our website under 'fees' [HERE](#). Notification must be given:

- by 31 October for withdrawal at the end of the Autumn Term
- by 31 January for withdrawal at the end of the Spring Term
- by 30 April for withdrawal at the end of the Summer Term

For questions regarding admission and re-enrolment, please contact admissions@lcis.ch.

For questions regarding tuition fees and other finance-related questions, please contact finance@lcis.ch.

SCHOOL DAY

EARLY YEARS FOUNDATION STAGE

Foundation 1 to 2	Registration ends at 8h30	The school day ends at 15h05
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PRIMARY

Year 1 to Year 6	Registration ends at 8h30	The school day ends at 15h05
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EXTENDED LANGUAGE LESSONS

Year 6	Monday French, Thursday German	Pick up at 16h05
Year 5	Tuesday and Thursday	Pick up at 16h05
Year 4	Monday and Tuesday	Pick up at 16h05
Year 3	Monday and Tuesday	Pick up at 16h05
Year 2	Tuesday and Thursday	Pick up at 16h05

SECONDARY

Year 7 to DP2	8h10 – 15h50 each weekday
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* Please note that some DP lessons may have to take place from 16h05 – 17h05 to accommodate student options. This will be communicated to students when their timetables are issued.

ATTENDANCE AND PUNCTUALITY

School attendance is compulsory for all students on all school days, and the school must authorise all absences. If your child is absent on a given day, please notify absences@lcis.ch by 8h00, along with a valid reason such as illness or an appointment your child cannot miss.

Students who arrive after 8:30 must enter via the main entrance and sign the Late Arrivals register at Reception before going to class. Punctuality is very important to us at LCIS, and we will contact parents if their children are regularly late.

We ask parents not to take their children out of school during term time whenever possible. If exceptional circumstances require that an authorised leave of absence be granted, Primary and/or Secondary Heads should be consulted. Where possible, parents are asked to notify the school two weeks in advance so that teachers can make adequate arrangements for their absence. Students will be excused in cases of illness, university or college visits, funerals of close family members, emergencies, and to observe a family's religious celebration. A medical certificate is required for illness absences longer than three days.

STAFF ABSENCES

The school will provide internal cover to ensure smooth curriculum delivery during short-term staff absences, such as due to sickness or professional development training. We will inform parents by email if the need arises to employ an external supply teacher. Extracurricular activities may occasionally be cancelled when there is no cover for the activity leader.

DROP-OFF, PICK-UP AND DAILY ROUTINES

As parking and circulation space around the school is limited, our staff are outside to help children safely come in and out of the school building. We also have traffic security staff on our team. We ask that you follow their guidance when using our specially designed drop-off and pick-up systems. We strongly encourage parents to remain in their cars and use our drop-off and pick-up zones to avoid congestion and delays.

Your child's safety is always our first concern. We appreciate your cooperation and attention while driving and parking at busy times.

EYFS	Drop-off: 8h15 – 8h30
	Pick-up: 15h05 – 15h20 (or between 12h00 and 13h00 for children attending mornings only)
Primary School	Drop-off: 8h10 – 8h30 (7h45 – 8h10 for those with Secondary siblings only)
	Pick-up: 15h05 – 15h20 OR 16h05 – 16h20 / 17h05 (after ECAs)
Secondary School	Drop-off: 7h45 – 8h10
	Pick-up: 15h50 – 16h05 OR 17h05 (after ECAs)

Early Years Foundation Stage

Parents of children in EYFS classes may park in designated spaces alongside the EYFS wing during the periods listed above. Between 15h30-16h15, parking shifts to spaces in front of the main Reception. These parents will be given parking badges to display on their dashboards.

Parking time is limited to 10 minutes so that everyone has the opportunity to use the available space. In the morning, parents bring their children to the EYFS main door, where staff meet each child. In the afternoon, children are picked up from the EYFS main door or playground area, where staff are present to hand over each child directly.

EYFS School Bus Transport: Children registered for the school bus are escorted by their teacher or driver between the bus and their classrooms upon arrival and departure from school.

Primary School

The Primary drop-off and pick-up zone is next to the Coffee Corner Terrace. Primary children with older siblings in Secondary will be supervised in the dining room before going to their classrooms.

Please remember that parking is not permitted in the pick-up zone in the afternoon.

At the beginning of the year, each parent receives a QR code card to be placed on the car's dashboard. When the cars enter the Primary pick-up zone, our staff scan the code, allowing us to help each child safely into their parent's car. The same process is followed at 16h05 after ECA activities. Parents collecting their children from ECAs ending after 17h00 should park and collect their child from the ECA leader outside the main Reception.

We do not allow children in Primary to leave school until we can hand them over directly to their parent or guardian. Parents should inform their child's class teacher via email if their child will be picked up by another adult. Permanent exceptions (e.g. child in upper primary cycling home with an older sibling) must also be agreed via email with the child's class teacher and Head of Primary.

Primary School Bus Transport: Drivers collect Primary students registered for the school bus from their classrooms and bring them directly to the buses for the 15h05 departure. Children taking the school bus home after ECAs are brought to the bus meeting point inside the school, where drivers collect them and escort them to the buses.

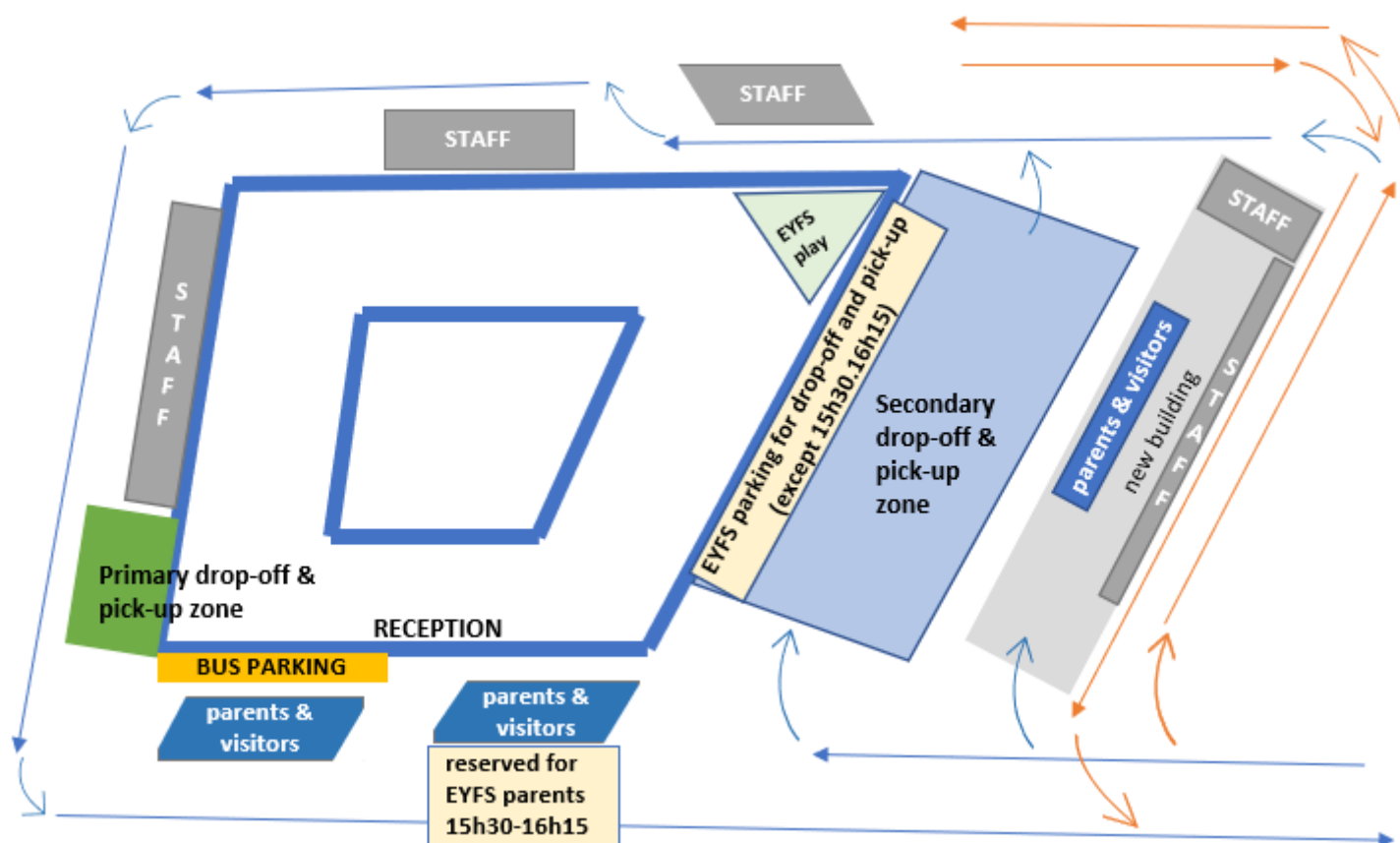
Secondary School

The Secondary drop-off and pick-up zones are located between the school and the newly constructed building. In the morning, students should be dropped off along the right-hand side only. In the afternoon, both sides of the zone can be used for pick-up, as well as inside the ground floor parking garage. Drivers should use great care as students walk through this entire area. Traffic security staff are present to help with circulation at these busy times, and parents should follow their instructions.

Parents arriving to collect Secondary students after 17h00 can drive around the building and use parking spaces in front of the main Reception.

At the end of the school day, students must go outside promptly and wait for the school bus, use public transport, bicycles, or scooters, or get picked up by their parents. No student is to remain on the school premises without a clear reason. Only students participating in ECAs should remain in the building and are expected to make their way directly to their ECA activity.

Secondary School Bus Transport: Secondary students registered for the school bus departing at 16h10 should wait in front of the main entrance until the buses arrive. After ECAs end at 17h05, students may arrange to use the 'late bus' service.



CAR PARKING AT SCHOOL

Always use designated LCIS school parking places when parking on the school site. Please do not use parking reserved for LCIS staff, those of neighbouring businesses, or along the agricultural access roads. Please note: Parking of vehicles near the school, including the designated LCIS parking spaces around our school building, is at your own liability. For some school events, the school will arrange off-site parking for parents, guests and visitors and provide a free shuttle service to and from school.

Bicycles, Scooters and Motorbikes

Secondary students who use a bicycle or scooter to get to and from school independently must park them in the appropriate racks. Students should ensure that they wear appropriate clothing and safety equipment, including a helmet, when riding bicycles and scooters. All students coming to school by motorbike should inform our Reception Team. Parking for motorbikes is limited, but some spaces are available inside the garage next door.

SCHOOL BUS TRANSPORT

Regular Bus Service

Students are registered for the school bus service as part of the enrolment process. Parents receive the school's transport policy and the exact times and location of their child's bus stop before the start of each academic year. We will accept late requests for school bus transportation for our established routes only. Buses arrive at school at 8h05 in the morning, depart at 15h05 (EYFS and Primary students only), and 16h10 (all students).

One-off, Short-term, and Late Bus Service

Occasionally, students not registered for our regular bus service may require one-off or short-term transportation during the school year. Subject to the availability of places on our buses, we can arrange such bus travel. Parents are advised to enquire with our Transport Department as early as possible.

In addition, we may provide a late bus at 17h20 for students participating in our extracurricular activities programme, provided there are at least four passengers. To register for school bus transport or book ad hoc trips, please contact the transport team directly: transport@lcis.ch.

PLAYGROUND PROCEDURES

During school breaks, students will play in the courtyard, the terrace, and the field, or play more active games in the gymnasium with supervision by staff.

LUNCH

The school has its own on-site catering service, which produces high-quality, fresh menus adapted to the requirements of our children. Students may choose the school's lunch service or bring a packed lunch. Our catering service can accommodate many dietary requirements and food allergies and intolerances for which medical certificates are requested. Please note: Our professional catering service does not use nuts in food preparation, but trace amounts may be present.

For further details or to register for the lunch services, please contact meals@lcis.ch.

COFFEE CORNER

Light snacks, sandwiches and drinks are available for purchase.

Primary Students

Children in the EYFS and Primary sections are not permitted to visit the Coffee Corner without an adult during the day and after school.

Secondary Students

Students can buy their snacks and drinks from 8h00 during their breaks.

Parents & Visitors

Opening Hours: 8h00 – 10h15 / 14h30 – 16h15

Parents visiting the school café may go in and out via the Coffee Corner's exterior door and sign a visitors' register there. We ask that parents supervise their children at all times to ensure their safety.



HEALTH AND SAFETY

The school strives to maintain a healthy and safe learning environment. We expect all members of our school community to support this and to make responsible, safe decisions when participating in our curricular and extracurricular activities.

Important: Please make sure that the school has your most current contact details, as well as your emergency contact information, and that you remain available by phone in case of emergency.

PHYSICAL HEALTH, ILLNESSES, ACCIDENTS

Common illnesses

In the best interests of the child and the wider school community, children with a fever, nausea, cold symptoms (runny nose or persistent cough), or any other signs of illness should remain at home.

Should a child show an illness at school, the school nurse will contact the parent, who must arrange to pick up their child as soon as possible. From the 3rd consecutive day a child is absent, the school will request a medical certificate.

School Nurse, Medication, Reduced Mobility

Our school nurse is available on-site during the school day to provide first aid and ensure that students with medical conditions are identified and adequately supported in school.

If a child needs medication during the school day (including non-prescription/'over the counter' products), parents must inform the nurse, who will store the medication safely. Parents must send medications to school with clear, written instructions in their original packaging.

Parents must inform the school nurse if their child cannot participate in PE, swimming, or other physical activity due to an injury, medical condition, or reduced mobility (e.g. crutches). In addition, parents must provide a medical certificate.

First Aid and Medical Care

If a child becomes ill or injured at school, the parents will be notified at the earliest opportunity and kept fully informed. If a serious injury occurs at school, an ambulance and/or emergency doctor will be contacted immediately.

Food Allergies

As nuts are common allergens, we attempt to reduce the amount in our school environment during lunch and break times. The meals produced at school do not contain nuts or nut products as ingredients. We ask all parents to refrain from sending foods containing nuts for shared treats, e.g., birthday cakes or treats for bake sales. Children in EYFS and Primary classes are instructed not to share foods in case of food allergies.

Safety in Class

Students should tie long hair back for PE and practical science lessons. Earrings should either be removed or covered with medical tape during PE activities.

Contagious Diseases

In an outbreak of any contagious disease, the school will follow all relevant federal and cantonal directives to minimise the spread of disease at school and maintain the health of our school community. Parents are informed of these directives and resulting school policies and are asked to give their full cooperation. In the absence of such directives or instructions from the school, parents may consult the child's paediatrician or school nurse to determine when they can return to school.

(normally after there are no longer any symptoms but this may vary).

MEDICAL AND HOSPITAL INSURANCE

Swiss law requires all residents to have a minimum level of medical and hospital coverage (assurance de base) in case of illness or injury. LCIS requires that all students have this minimum coverage, regardless of where they live. School children must be insured against any accidents that may occur at school, including motor vehicle accidents or sports injuries. Medical and accident cover should also include helicopter evacuation. Details including the name and policy number of your insurer must be provided to the school upon enrolment and be kept up-to-date.

SECURITY & VISITORS TO THE SCHOOL

Visitors to the school, including parents, are requested to sign our visitors' register upon arrival at Reception and wear a badge during the visit. In the interest of everyone's safety, we request that visitors stay with their hosts at all times. Visitors are asked to sign out on the register and return their badges before leaving the school.

In the following cases, parents are not required to register as visitors:

- Visits to the school for drop-off, pick-up, or short enquiries or services at the Reception,
- Attendance at school events (such as the performing arts show)

Parent Volunteers

Many parent volunteers help with special events and provide general support for the school, which is greatly appreciated. Parents who volunteer at school should follow the Visitors' Policy described above and coordinate their efforts with staff members acting as hosts. If a volunteer activity is frequent and repeated, a background check may be required, as well as the completion of an online child protection training in line with our Nord Anglia Education Safeguarding Policy.

PHOTOGRAPHS AND VIDEO

LCIS uses photos and videos to promote the school to various audiences, including its website and social media. The school is gathering content to promote NAE and all its schools worldwide. Nord Anglia Education (NAE) owns the copyright of any images taken, and photos will only be used for the purpose/s mentioned above. Parents must inform the school in writing if consent needs to be withdrawn or amended at any time by contacting: admissions@lcis.ch.

Please find detailed conditions of use in our [Terms & Conditions](#).

Use of Files and Protection of Privacy

The school will take all necessary steps to ensure that children are in a safe environment and that the privacy of children and families is protected. The school will not release contact information about any family associated with the school to any third party, except for the police or cantonal authorities if demanded, without the prior consent of the parents concerned. Employees and professional

photographers are subject to policies and rules on how and when such images may be taken and used.

Conditions for the use of these images and recordings of students include:

- Full names will not be disclosed on or alongside pictures or recordings. No «tagging» will be done on Facebook or Instagram.
- Personal details such as emails, postal addresses, or telephone numbers will not be disclosed. The school will only use pictures of appropriately dressed students.
- The permission to use images or recordings is for an unlimited period of time. The school can use archived images and recordings.
- The school will not sell images or recordings to third parties. The school will not pay students for images or recordings.
- Media may visit our school to take photographs, film footage or recordings. Students may appear in these images, footage and recordings, which could be used in local, national or international newspapers, radio and television. The school will not seek permission from individual parents in advance.

Parent Responsibilities

Families may not publish any images of other children taken at the school on publicly accessible forums, for example, Facebook, Twitter or open web pages. Similarly, parents must not use images taken at school that include non-family members for any publication, including calendars, yearbooks, or greeting cards, without the permission of staff and parents of children concerned.

We advise that any photos of students taken at school or school events by parents that include children other than family members should be deleted from equipment.

Foundation Stage: Parents are asked to refrain from taking photographs or videos of children in F1 and F2.

Primary and Secondary School: Parents may use cameras and video recorders at school events but must ensure that any images recorded are used only for their family's enjoyment.

Please find detailed conditions of use in our [Terms & Conditions](#).

UNIFORM AND BACK TO SCHOOL

The school has an official school uniform. Families are expected to purchase all of their children's uniforms from Trutex, our official uniform supplier. Parents can order uniform items online, and a detailed sizing chart is available for each item. Direct deliveries are made to parents within 3-5 working days at a cost or to the school fortnightly for free. Students who do not comply with uniform standards will be asked to return home to change, or parents will be asked to deliver uniforms to school.

OUR UNIFORM

A comprehensive list of the uniform in each school section can be [downloaded here](#).

ADDITIONAL ITEMS TO PROVIDE

A short list of items parents must provide their children for the new academic year is included in the uniform lists per school section for [download here](#).

Please mark your child's name on all their clothes, shoes, school and personal items.

WHAT NOT TO BRING TO SCHOOL

- Jewellery (except for an inexpensive wristwatch, ear studs or items worn for religious reasons)
- Electronic toys or music players
- Penknives or any other sharp objects
- Toy guns or weapons of any kind
- Rollerblades
- Any items of significant value

NON-UNIFORM DAYS

While students are required to wear school uniforms at all times, occasionally, they are invited to participate in non-uniform days. These are organised by the School Student Council or the House Captains. On these days, students are not required to wear their school uniforms. Instead, we ask that they make a small donation to a charity chosen by the school. The class teacher or homeroom tutor will collect this.

MOBILE PHONES/DEVICES

Primary students should not bring mobile phones, a personal iPad or a Smartwatch into school. We would also recommend that Secondary students leave their phones at home. If a Secondary student brings a phone to school, the phone must be kept in their bag and switched off during the day. If students wish to contact their parents during school hours, they should ask their class teacher or at Reception. We expect Primary students not to take mobile phones on residential trips.

In Secondary school, students can bring their mobile phones on some residential trips (determined by age). However, they are only used at designated times during the day and for specific reasons.

LOST ARTICLES

We encourage parents to label all clothing, shoes and water bottles. Please contact your child's teacher/ tutor to enquire about lost items. A lost and found box is kept and is available from Reception. Items remaining in the lost property after the end of term will be sorted and given to charity where appropriate. LCIS accepts no responsibility for any item a child loses during any part of the school day.

LIBRARY

The school offers a comprehensive, ever-expanding library. Students are allowed to select and borrow books in English and French weekly. As well as housing many books, the library serves as a 'Learning Hub', where groups of learners, with adult assistance, can use dedicated workspaces to enhance their learning. The school also offers a comprehensive selection of electronic books.

Each student is responsible for any books borrowed from the school.

If a book gets lost, damaged, or defaced, the student's family will be required to pay for a new copy. We always welcome books in good condition that parents wish to donate.



PHYSICAL EDUCATION & TRIPS

Physical Education (PE) and field trips are integral parts of the curriculum.

PE classes are held at least once a week in the gym or, if weather permits, outside. Students must wear their school PE uniform. Parents should provide a medical certificate whenever students cannot participate in these activities for a valid reason. Parents can make arrangements with the class teacher in advance when a child cannot participate in physical activity because of a pre-existing injury or for exceptional reasons.

SWIMMING LESSONS

Students from Foundation 1 to Year 6 will have regular swimming lessons by qualified swimming instructors and are brought by school bus to the pool in Etoy. LCIS staff accompany children throughout the journey and lesson time.

Children are expected to bring their labelled swimsuit, towel and a swimming cap. All items should be marked with their names and placed in a waterproof bag.

SKI LESSONS

LCIS embraces the opportunity for children to learn to ski during their school programme. The school has a tiered system of ski opportunities dependent on the age of the children concerned, beginning when children are in Year 1, from 5 years of age.

- Year 1 to Year 4: Children participate in 4 ski days between January and February.
- Year 5 to Year 10: Students partake in a one-week residential ski programme.

FIELD TRIPS AND EXCURSIONS

Educational field trips (day trips only) are encouraged as enrichment to classroom activities. Parents will receive prior notification of each field trip. Upon (re)enrolment each year, parents are asked to give permission for their child to participate in field trips and excursions.

PARENT-TEACHER COMMUNICATIONS

Our goal is to build a great partnership between parents, students, and teachers and enhance student learning through positive, regular, and transparent communication.

The school holds regular parent-teacher conferences (a mix of virtual and face-to-face meetings) and issues detailed assessment reports throughout the year to support this.

In addition, we invite parents to contact us with questions about their child's education at any time during the academic year.

Your child's teacher is always your first point of contact. In most cases, they will be able to answer all your questions. Parents are encouraged to make an appointment with the teacher to discuss questions or concerns in person. Brief, polite emails are appreciated.

In Primary school, please contact your child's class teacher; in Secondary your child's homeroom teacher.

Should questions or concerns remain unsolved, please contact the following staff members.

Academic Matters

- Foundation Stage: Early Years Coordinator, [Sandrine Pureur](#)
- Years 1 – 3: Assistant Head of Primary, [Jane Leithead](#)
- Years 4 – 6: Assistant Head of Primary, [Mark O'Brien](#)
- Secondary Year 7 – 9: Assistant Head of Secondary, [Emily Hardwicke](#)
- Secondary Years 10 & 11 (IGCSE): Assistant Head of Secondary, [Adam Seymour](#)
- Secondary Years 12 & 13 (IBDP): Deputy Head of Secondary, [Alexa Prior](#)

Pastoral Matters

- Foundation Stage, Primary Year 1 – Year 6: Assistant Head of Pastoral, [Greg Biggs](#)
- Secondary Year 7 – 13: Pastoral Lead for the respective year group.
- Detailed information on Pastoral Leads for each year group can be found in the Pastoral Handbook for [download here](#). For serious pastoral concerns, please contact Assistant Head of Pastoral, [Valerie Fournet](#).

If a solution cannot be found, or if concerns or questions remain after consultation with the teachers and Assistant / Deputy Head Teachers, the Head of Primary, Head of Secondary, and the Principal will address the matter.

IMPORTANT PARENT INFORMATION

The Principal will occasionally send important messages via our data system, iSAMS, to all parents/guardians in this database, along with their assistants, if requested.

Information relating to school transport, finances, admission procedures etc., is sent through iSAMS, too.

Every Friday, the school sends a bulletin to all registered emails. This key piece of information keeps parents informed about anything pertinent that will be happening in the coming week(s).

Our email database is regularly updated to ensure all parents receive our emails. In order not to miss any email from us, we recommend that you mark relevant school email addresses as 'safe senders' or 'not spam'.

Crisis Communication

In the unlikely event of a crisis situation at school, we will additionally keep you informed by SMS sent to all parents' and guardians' telephone numbers registered in our database.

Therefore, we stress again that all parents must keep us informed of any changes in personal details such as home address, telephone numbers, email addresses and health insurance numbers.

Early Years Foundation Stage

In our EYFS section, we use a web-based app called 'Tapestry', specifically designed for our EYFS curriculum. It supports parents in engaging with their children's learning. This platform links to the observations and assessment of the children based on the Early Learning Goals, which are shared with the parents regularly.

Primary

Within the Primary section, the web-based app platform 'Seesaw' is regularly used to create digital portfolios of students' learning, which are shared with parents. Parents are encouraged to actively engage in journal entries by adding constructive feedback about their children's learning and development. The announcement feature also allows teachers to share reminders of class events and the year group's weekly newsletter, which summarises the learning that has taken place that week and informs parents about the following week's planned learning.

Secondary

In Secondary, the ManageBac platform is used to support curriculum mapping, the setting of assignments, homework and assessments for students, and the tracking of, and reporting on, summative assessments and general student progress. This unified system ensures a consistent platform is used to offer a seamless and integrated experience for teachers, students and parents to manage all aspects of the curriculum. Please note that not all teacher feedback is visible via Managabac, as teachers also provide regular oral and written feedback in lessons and on the work itself.

If pertinent information needs to go out to just a particular year group, an email notification will be sent out to parents with a message from the relevant member of the Secondary team via our iSAMS platform.

BEHAVIOUR

At LCIS, we aim to establish positive relationships and behaviour within a secure, caring, and happy environment based on a sense of community and shared values.

EARLY YEARS AND PRIMARY STUDENTS

Our students and staff have developed and embedded rules representing our Code of Conduct. These 'Respect Rules' encourage our school community to follow an agreed set of expectations regarding how we relate to each other, collaborate, and how we conduct ourselves within the school and beyond.

Primary Respect Rules' Code of Conduct

Should any behavioural issues arise, the class teacher or specialist teacher will normally discuss the problems with the individual child or children concerned. If the situation cannot be resolved at this level, the Head of Primary and/or Principal will be informed, alongside the parents of the student/s. Please see our Primary Positive Behaviour Policy for more information about our approach and processes.

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 PSHE Programme

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 when they may make the wrong choice. For instance, it supports our students when relationships might break down and offers positive 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 well-being activities are also available to students, including mindfulness, Global Campus and yoga sessions.

Primary Assemblies

In our Primary section, students and staff come together each week for our assembly, which takes place on a Friday. This assembly time represents a collective moment of unity and belonging. Students can share their experiences and 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.

SECONDARY STUDENTS

In Secondary, we have a clear Behaviour Policy, which mirrors the expectations in Foundation and Primary.

To encourage positive behaviour, we use the platform Epraise. Through this school reward system, students are awarded praise points for their positive behaviour, achievement and/or engagement. Students can then exchange the accrued points for items available to purchase with these praise points.

In encouraging this positive behaviour, a basic approach is maintained:

- Everyone should use appropriate language when conversing with any other person
- Everyone should listen to the observations, requests and concerns of others
- Everyone should look after property, whether it is personal or belongs to the school or another party, and should treat it with respect.
- Everyone should be sympathetic towards the needs of others and always show kindness and understanding.
- Everyone should tell the truth in all circumstances.

Consequences of breaking a rule

In Secondary, we operate a sanctions programme which allows a student the time to reflect upon the situation. However, every effort should be made to diffuse potential problems before they arise through positive discussion, good organisation and consultation. If a student's behaviour continues to be disruptive or disrespectful in lessons or around school, they will be issued a demerit through our Epraise platform. Depending on the severity and frequency, they could be given further detention as a sanction by their respective pastoral lead.

EXCLUSION FROM SCHOOL

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, 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.



PASTORAL SUPPORT

Our pastoral programme supports our students to become emotionally literate, resilient and considerate contributors in school and beyond. It empowers them to deal effectively with challenges and opportunities in their personal lives and education, supporting them to reach their full academic potential.

HOUSE SYSTEM

LCIS has a well-embedded House system that runs through the whole school. Through our house system, students build essential personal, social and entrepreneurial skills and form lasting connections with their peers and wider school community. Our house system consists of four teams and is led by House Captains:

Rhône (Red)	Montreux (Blue)	Simplon (Green)	Savoie (Yellow)
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The choice of terminology reflects the school's aspiration for students to understand their host country, local language and traditions thoroughly. Lac Léman is an important geographical feature of the region. Our House teams are named after the famous steamboats that cruise the lake. Students and staff are allocated to a team when they first join. We ensure that siblings belong to the same House and that there is a balanced number of team members in each House across the school.

Community, relationships, collaboration, and collegiality are valued and nurtured within the school, as is the introduction of friendly in-school competition. Our House system supports these goals and enables the students and staff to regroup in a smaller community within the school. With this comes an additional sense of belonging, team spirit and camaraderie. At various times during the year within and across the school's sections, events and competitions are scheduled, providing tangible ways to develop this sense of belonging.

The House system also represents an additional dimension to our pastoral support programme. Each week students can gain House points or Epraise points, linked to effort and attainment, and in recognition of upholding our Code of Conduct. This provides students with positive feedback and reinforcement of their behaviour choices and enables them to collect points for their team. Each week the points are totalled and celebrated and accumulated throughout the year. At the end of the academic year, the team with the most points in the Primary School enjoys an event off-site, which typically includes a trip on one of the steamboats on the lake.

STUDENT LEADERSHIP

At LCIS, we believe that our students can and should play a key role in shaping their education and the development of the school.

We therefore encourage and support our students to assume key leadership roles through our Student Councils in both Primary and Secondary School. This enables our students to positively influence and thereby take ownership of policies, programmes, contexts and principles that support our teaching and learning practices.

Among the issues discussed and decided as appropriate by the School Council are:

- school rules
- relationships
- care for the building and the school environment
- games and activities at playtimes and lunchtimes behaviour and discipline
- fundraising and charity events supporting local and international organisations
- health, safety, and well-being

Student Council in Primary

In Primary, one student per class in each year group (Year 1 - 6) is elected as class representative every academic year. These reps work closely with their peers and the School Council Coordinator to implement ideas and provide feedback. In Year 6, additional roles are available for students to undertake. These include House and Vice House Captains and Sports Leaders.

Student Council in Secondary

Students elect two peers from each class to represent them in the Student Council and four House Captains to lead their Houses. The Student Body Leadership Team (SBLT), comprised of one Head Student and three Deputy Head Students, leads the Student Council and is selected after completing a rigorous application process. They serve as role models for all students and are conduits between parents, staff, and students. They are encouraged to lead by example and enhance the school community with new initiatives.

The Student Councils meet with the respective School Council Coordinators regularly to discuss the progress of initiatives, ongoing concerns, and ideas that students have submitted for review. The chair takes meeting minutes.

The Secondary School Council representatives will review the minutes with the Principal and decide whether further action is necessary. It then reports the minutes back to the school during assemblies or homeroom.



SCHOOL COUNSELLORS

Student counsellors are available to support students in both the Primary and Secondary sections of the school. Sessions with them are coordinated through our respective Assistant Heads of Pastoral for Primary and Secondary, Mr Biggs and Mme Fournet.

Please refer to our Pastoral Handbook for further details and information regarding our Pastoral provision.

PRIVATE COUNSELLING SERVICES

Private counselling services are also available, where appropriate, to students in Primary and Secondary school and their families. There is a separate charge for this private service, and the counsellors will charge parents directly.

TEACHING AND CURRICULUM

CURRICULUM

The curriculum at LCIS is as follows:

- Early Years Foundation Stage (EYFS) (3 – 5 years old)
- English National Curriculum (ENC) and International Primary Curriculum (IPC) (5-11 years old)
- Lower Secondary School Curriculum (11 – 14 years old)
- International General Certificate of Secondary Education (IGCSE) (14 -16 years old)
- International Baccalaureate Diploma Programme (IBDP) (16-18 years old)

Staff members keep up-to-date with the latest pedagogy and regularly attend professional development courses, conferences, and seminars both at school and externally.

HOMEWORK AND READING

Homework is a valuable opportunity for:

- Instilling a sense of self-discipline and responsibility when tasks are tackled regularly and completed within guidelines and suitable timeframes.
- Developing independent learning skills, particularly in the older classes where homework will require the students, teachers and parents to work together to develop time management skills.
- Nurturing a sense of self-achievement, especially when self-reflection is accompanied by constructive feedback from parents and teachers.
- Involving parents as partners in the learning experience as listeners, guides, facilitators and audience. In addition, the nature of the homework will give parents valuable insight into classroom programmes.
- Supporting classroom teaching, enabling concepts and skills taught in class to be practised and reinforced.
- Reinforcing the attitude in the students that learning is a lifelong process not restricted to schools and classrooms.
- Some homework tasks may require access to a tablet or computer, but alternatives will be given if this is not possible.

Also of great importance is for parents to set parameters for their child to do homework. We hope that parents will:

- Tell the children that their homework is important to them as parents and should be to the student too.
- Offer help, but ensure the student works independently as much as possible.

Guidelines for Homework and Time Commitment

The following is a guide to how much time the students are expected to devote to their homework daily. Students should plan and organise their time to meet deadlines which could result in the suggested timeframes being adapted accordingly.

The individual needs of the student are recognised when homework is set. However, if the homework causes stress and becomes counterproductive, we ask parents to intervene and communicate this to the teacher. Reading is encouraged at all levels of the school.

Foundation 1	approx. 10-15 min.	We encourage parents to read to children on a daily basis.
Foundation 2	approx. 10-15 min.	Shared reading on a daily basis to be gradually introduced during the year, together with individual tasks based on the reading books.
Year 1	approx. 15 min.	Shared reading with some individual tasks being progressively introduced during the week, including French activities.
Year 2	approx. 15-20 min.	Individual and shared reading. Weekly tasks of maths, spelling and project work to be introduced at the beginning of the week and completed by the end of the week.
Year 3	approx. 20-30 min.	Individual and shared reading and/or set subjects of spelling, maths, language, project work and French.
Year 4	approx. 20-30 min.	Individual reading and/or set subjects of spelling, maths, language, project work and French.
Year 5 & Year 6	approx. 30 min.	Individual reading and/or set subjects of spelling, maths, language, project work and French.
Year 7 & Year 8		Up to 30 minutes each evening.
Year 9		Up to 45 minutes each evening.
Year 10 & Year 11		Up to 1 -2 hours each evening.
DP1 & DP2		Students will be required to do on average 10 hours (+) of homework per week.

Teachers reserve the right to apply an appropriate sanction if students fail to hand in homework.

ASSESSMENT AND TESTS

We believe that assessment provides the basis for informed teaching, helping students progress and overcome difficulties and ensuring that teaching builds on what has been learned. Through assessment, students understand what they have achieved and what they need to work on.

Assessment is a continuous process measured at a particular point in time. It should not be seen as separate from teaching. It is an integral part of effective short-term planning and a means of gaining information to promote future learning and improve standards.

There are two types of assessment:

Assessment for Learning, or formative assessment, helps to identify or 'form' the next steps needed to make progress. It takes account of students' strengths as well as weaknesses. It essentially promotes future learning.

Assessment of Learning or summative assessment is a systematic recording of information that summarises where the students are at a point in time. It is associated with judgements based on grades and accountability. It describes past learning and is essential for identifying progress over time.

Early Years

The Early Years teachers log children's achievements with reference to the Early Years Profile, which will be shared with parents regularly. Children are assessed during the course of their day, on an informal basis and through daily observations. In addition, specific assessments are made of basic literacy and numeracy skills, which are included in the child's profile. Formal reports are written twice a year: settling in reports in October and end of year reports in June. These are accompanied by two 'Focus Child Feedback' reports shared with parents throughout the year. The reports, in conjunction with the Parent-Teacher Conferences, are intended as a formal means of communication with parents regarding their child's progress.

Primary

Primary teachers assess the children on an ongoing basis through talk, marking and other informal methods to ensure the planning and delivery of the curriculum are appropriately challenging to the needs of all children in the class. Key objectives from the English National Curriculum are used as benchmarks across each year group to assess progress and attainment in Maths and Literacy. From Year 1, standardised tests are used to obtain 'meaningful feedback' with regard to writing, reading comprehension and maths objectives.

Teacher assessments are used to assess progress and attainment in French, PE, Music and Topic work, including Science, Geography, History, Art, Design Technology and Information Technology. Parent-Teacher Conferences form an important means of communication with parents, as do the formal reports written at the end of Term 1 and Term 3.

Secondary

Managebac is the online platform teachers, students, and parents use in Secondary to view and access any work set, and record and report on students' summative academic progress across all

subjects. Students and parents are provided training on how to use the platform effectively.

Assessment in the Lower Secondary (Years 7-9) is ongoing throughout the school year, with assessments taking place in each subject at the end of each unit of study. These assessments typically occur every six or seven weeks, depending on the length of the unit studied.

We assess Lower Secondary students with a separate set of subject criteria for each of the three years. This leads students seamlessly into their IGCSE options as they begin to work towards external qualifications.

Each subject uses a rubric to determine the student's attainment level. These rubrics cover the skills and knowledge that will be taught and assessed for each year of Lower Secondary study. They reflect our commitment to challenge our most able learners and ensure high-quality support for any students who may need it. The goal is that students are ready to access the IGCSE curriculum by Year 9. However, we recognise that this will look different from student to student.

We use similar numerical steps for our Lower Secondary assessment and reporting and a 'level' indicating the nature of the achievement made. This ensures coherence with the 1-9 scale used at IGCSE:

Mastering (7-9)	Has demonstrated a comprehensive understanding of all concepts, skills and knowledge and can apply to new contexts.
Securing (4-6)	Has a secure understanding of the main concepts and skills and knowledge when applied to familiar contexts.
Acquiring (1-3)	Has grasped some of the main ideas and skills in a unit of work, but others require development.

Assessment in the Lower Secondary takes a variety of forms. It will include, amongst others, the sitting of tests, giving presentations, undertaking investigations and reporting on experiments. Students will be aware of these summative assessments in advance. Grades are fed back to students and parents via Managebac approximately every six weeks. They are used to generate the end-of-year school grade reported on a scale of 1-9.

The IGCSE (International General Certificate of Secondary Education) is the curriculum provision offered in Year 10 and Year 11. Students are assessed throughout the two-year programme in line with the expectations and assessment criteria of the International Examination Boards. Final external assessments for Year 11 students are held from April or May of Year 11. They are conducted by the following external examination boards: Cambridge International Examinations (CIE) and Edexcel. CIE and Edexcel have a 9-1 grading scale, where 9 represents the highest mark and 1 the lowest. The final results are released in August of Year 11.

DP1 and DP2 students in the International Baccalaureate Diploma Programme (IBDP) undertake assessments throughout the two-year programme in line with the expectations and assessment criteria of the IBDP. This includes an independent Extended Essay, Theory of Knowledge (TOK) Exhibition, TOK Essay and Internal Assessments in all six subjects. Assessment throughout the IBDP incorporates past DP examination questions. It is designed to enable teachers, students and parents to monitor progress. These results also help with the informing of predicted grades for university applications. Mock examinations are held at the beginning of Term 2, at the end of Term 3 of DP1, and at the beginning of Term 2 in their final year. External examinations take place over three weeks in May of DP2, with the final overall results issued at the beginning of July.

Additional information for each component of the Secondary curriculum is shared with parents via presentations at the beginning of the academic year and before Year 9 and Year 11 select their options

for IGCSE and DP, respectively, in February.

STUDENT SUPPORT SERVICES

LCIS is an inclusive school and welcomes students with identified learning difficulties. Within the framework of our possibilities as a mainstream school, we offer support for students requiring extra attention. Students sometimes require specific and tailored education plans to allow them to function to the best of their ability in the school. Where appropriate, teachers, with our Learning Support Coordinators in Primary and Secondary, will develop an Individual Education Plan (IEP) for these students. This plan details to all staff and parents any special arrangements that have been put in place to provide students with the support they require. Parents are involved at all stages of this process and its planning, monitoring and review. Fees may apply.

EAL (English as an Additional Language)

English as an Additional Language (EAL) support is offered to all Foundation 2 to DP2 students who need extra help learning English to access the curriculum and develop their literacy skills. It is offered either in class or in separate EAL lessons according to the student's needs.

Beginner-level students receive a tailor-made programme by an EAL specialist teacher based on their needs. Students receive EAL pull-out lessons aligned with curriculum content at the pre-intermediate level and higher. Parents are provided with termly reports on their children's progress and resources they can use at home. Fees may apply.

EXTRACURRICULAR ACTIVITIES, AFTERSCHOOL CARE

We provide a variety of extracurricular activities to support our students' interests and passions. Our ECAs cover various areas, such as sports, lifestyle, academics, recreation, arts, crafts, and games. Some clubs are free, while others require an additional fee. Registration for each club takes place each term via SchoolsBuddy, our dedicated software platform.

In addition to the music curriculum offered by LCIS, students can take private lessons. Various independent music teachers are available for voice, theory, and instrument lessons on site.

RESIDENTIAL TRIPS

Summer term residential camps are integral to our curriculum from Year 1 to DP1. All camps are led by experienced high-quality camp providers and accompanied by our staff. Our staff are available to discuss any concerns or the needs of individual children before the camp. Dates, detailed arrangements, and consent forms for residential trips will be shared with parents in due time. Unfortunately, we cannot accommodate late arrivals or early departures from these camps.

During the Summer term, children from Year 1 to Year 6 attend a 3-day (2-night) residential camp. The residential camps of the Secondary school take place after the end-of-year examinations in June.

Year 5 - Year 10 students also participate in a 5-day residential ski camp in Term 2.

PARENT INVOLVEMENT

PARENT COUNCIL

At LCIS, we see a collaborative, constructive partnership with our parents as key to making our school the best possible place for our students to learn.

Our Parent Council is a critical link between school and parents and at the heart of our commitment to working as one team. It represents the Parent Body and parent voice. The committee's purpose is to communicate between the Parent Body and the school and provide advice and feedback on school strengths and areas for improvement.

Representatives of the Parent Council will consult on the school's development and growth, represent general views, including parents' concerns, and work with the school to design solutions and develop constructive responses. The focus areas are curriculum, learning, facilities, resources, health and safety, communication and general school-home relations, international-mindedness and cultural diversity, promoting parent involvement in school surveys, seminars, and workshops, and marketing the school to the local community and expat groups.

Even though it is not the responsibility of the Parent Council to comment on or intervene in individual student or staff circumstances, there may be situations that need to be discussed from time to time. They will be considered confidential and excluded from any minutes communicated to the parent body.

PARENT TEACHER ASSOCIATION

The LCIS Parent Teacher Association is open to all parents and staff. The PTA is organised by parents for parents, and teachers are encouraged to participate, too.

Regular communication keeps parents informed of meetings, coffee mornings, and social events. Additionally, a parent from each class is elected as a Class Representative and acts as the social coordinator and spokesperson for the class. Class Representatives meet regularly to plan social programs and activities, sell second-hand uniforms, and communicate with the school management on behalf of school parents. The PTA is vital to the school community and welcomes new volunteers anytime. Please feel free to contact the Parent Association at pta@lcis.ch.

The LCIS PTA maintains a closed Facebook group to share information and keep up to date with events. Please click on www.facebook.com/groups/lcisparents and simply ask to join the group.



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www.lcis.ch

Chemin de Clamogne 8 | 1170 Aubonne | Switzerland