



LA CÔTE INTERNATIONAL SCHOOL
AUBONNE
A NORD ANGLIA EDUCATION SCHOOL

PASTORAL HANDBOOK



CONTENTS

What is pastoral care at LCIS?	3
What is safeguarding at LCIS?	3
EYFS and Primary:	
Who to contact.....	4
RESPECT Rules (Code of Conduct)	4
Primary House system (Class dojo).....	5
PSHE	5
Assemblies.....	5
Counselling Support	5
How do I access psychological counselling support for my child?	5
What are the exceptions to confidentiality?	6
Who do I contact if I have a mental health emergency?.....	6
Secondary:	
Who to contact.....	7
Homeroom	8
Code of Conduct – RESPECT	8
House system (via E-praise)	9
Rewards.....	10
Consequences.....	10
PSHE	10
In-School Psychological Counselling Services	10
What are the exceptions to confidentiality?	11
Secondary Psychological Counsellor	11

GENERAL SECTION

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 arise 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>



VALERIE FOURNET

Assistant Head of Secondary,
Pastoral

[EMAIL VALERIE](#)



GREGORY BIGGS

Assistant Head of Primary,
Pastoral

[EMAIL GREG](#)

EYFS AND PRIMARY

WHO TO CONTACT

Teacher first then PLT 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, 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.

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.

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 integrative approach to meet the developmental needs of its students; 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.

HOW DO I ACCESS PSYCHOLOGICAL COUNSELLING SUPPORT FOR MY CHILD?

An external professional school counsellor is available on site through an agreement between the client's parents/carers and the counsellor. Please contact Gregory Biggs, Assistant Head Pastoral (gregory.biggs@lcis.ch) for information to access this external professional. When a referral is made to the counsellor; the counsellor organizes a meeting with the parent to discuss presenting concerns and get parental consent.

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, Madam Valerie Fournet, or the Deputy Designated Safeguarding Lead, Mr Gregory Biggs. Please refer to 'What is Safeguarding at LCIS'.

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.

**Psychological counselling services are for students who have an immediate mental health concern. The Assistant Head of 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?

- 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.

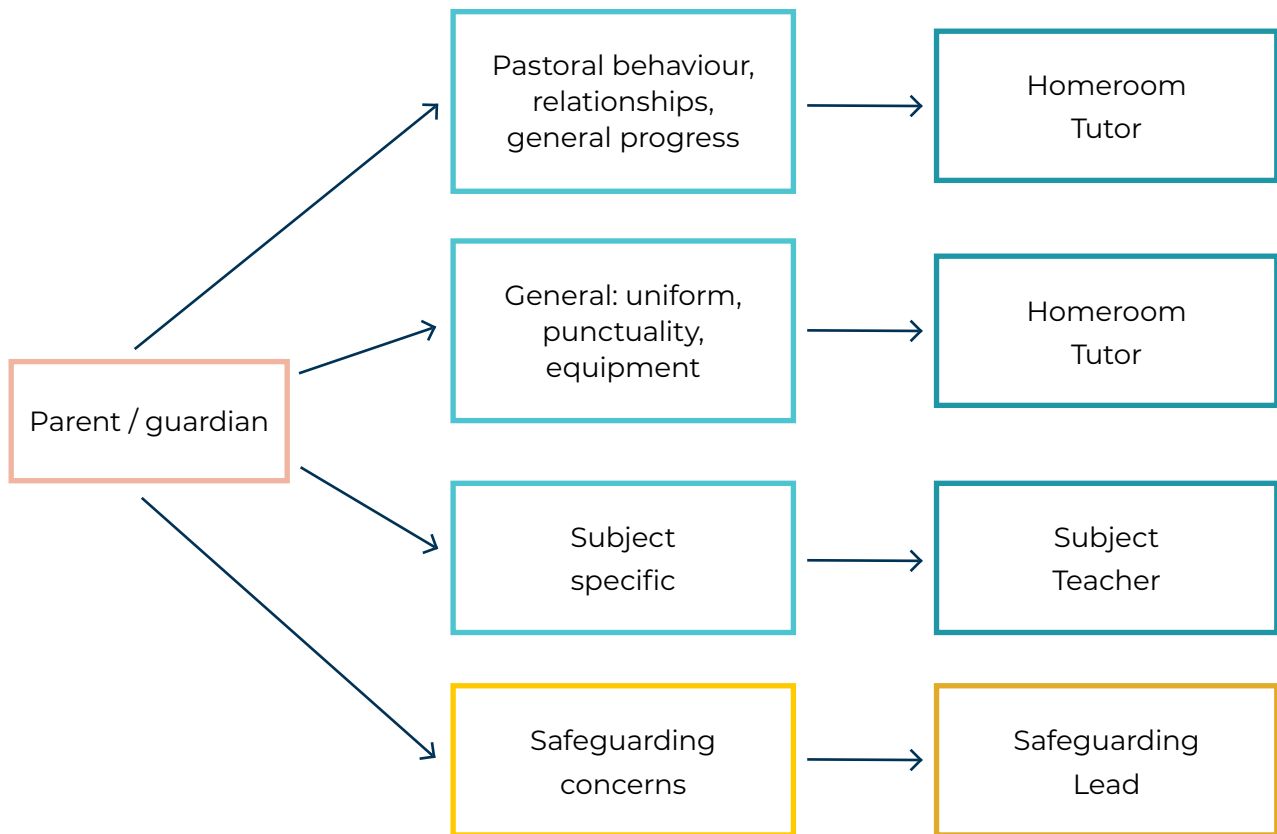
Vaud: +41(0)848 133 133 (this is a 24 hour emergency line through the CHUV)

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

Pastoral Lead / Rhône HOH

Emma Fisher

7A: Vanisha Gorasia

7B: Huw Lewis

YEAR 8 AND 9

Pastoral Lead / Savoie HOH

Kevin McDaid

8A: Matus Sagan

8B: Matthew Ivey

9A: Amber Egli

9B: Brian Thomas

YEAR 10 AND 11

Pastoral lead / Montreux HOH

Siobhan Newell

10A: Paula Allès Sala

10B: Dan Porteous

10C: Romain Buré

11A: Kevin Shankly

11B: Azmat Yusuf

YEAR 12 AND 13

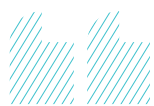
Pastoral lead and Simplon HOH

Justin Brooks

12A: Charlotte Box

12B: Michelle de Koch Schmidt

13: Phelia Arlitt



The best of both worlds.

Year groups with a strong sense of House identity



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. Their Tutor acts as a point of contact and is the main link between home and school. They 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.

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 = 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

If student code of conduct and respect rules are not adhered to in general:

Action by class teacher

(After warning)

discussion /confiscation

Refer to Pastoral Lead / parents informed

30-minute reflection time

Refer to SLT / parents informed

Case by case depending on severity

After school detention, internal exclusion

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.

PSHE DAY	Year 7	Year 8	Year 9	Year 10	Year 11	DP
23/09	Transitions: Personal Management Friendships/ Changes	Positive Working Relationships	Relationships: Move towards romantic relationships/ consent/ balance of 'power'	Sexuality <i>(External Speaker)</i>	Sexuality <i>(External Speaker)</i>	Sexuality <i>(External Speaker)</i>
15/11	Physical Health and Changes Online Safety/ Social Media	Physical Health and Changes Online Safety/ Social Media	Body Image/ Pressures. Pregnancy and Contraception <i>(External Speaker)</i>	Careers	Careers and University Academic Mentoring	Careers and University Academic Mentoring
18/1	Mental Health & Mindfulness • Self-care	Diversity and Tolerance	Global Challenge Academic Mentoring	Drugs, Alcohol and Substances <i>(External Speaker)</i>	Drugs, Alcohol and Substances <i>(External Speaker)</i>	Drugs, Alcohol and Substances <i>(External Speaker)</i>
27/03	Being Me: • Identity • Inequality	Being Me: • Sexuality • LGBTQ+ <i>(External Speaker)</i>	Life Skills: • Budgets • Options Young Enterprise Day	Mental Health, Stress, and Anxiety <i>(External Speaker & Workshop)</i>	Mental Health, Stress, and Anxiety <i>(External Speaker & Workshop)</i>	Mental Health, Stress, and Anxiety <i>(External Speaker & Workshop)</i>
04/05	Study Skills	Study Skills	Study Skills	Study Skills	Study Skills	Study Skills

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@international-school.org 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

Caroline Ferrer-Aza has an Undergraduate Degree from Hawai'i Pacific University in Psychology as well as a Master's Degree from Webster University in Counseling. She provides mental health treatment utilizing a range of techniques. Mrs. Ferrer-Aza 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. Mrs. Ferrer-Aza actively consults with external psychiatrists and provides referrals for external therapists and other mental health professionals. She consults regularly with the Assistant Head Pastoral, DSL, and School Nurse. All services are confidential with the exception of safeguarding issues to be discussed with DSL.



LA CÔTE
INTERNATIONAL SCHOOL
AUBONNE
A NORD ANGLIA EDUCATION SCHOOL

www.lcis.ch

Chemin de Clamogne 8 | 1170 Aubonne | Switzerland