

## **PASTORAL & WELLBEING POLICY**

**Reviewed Sept. 2024**

***“Students don’t care how much you know,  
until they know how much you care”***

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***John C. Maxwell***

The wellbeing and safety of our students is at the heart of our mission. We believe that a student who feels happy and safe at school has better chances of achievement. For that reason, we have put in place a variety of strategies to identify and react to concerns, as well as to support our students and create an environment where everyone feels valued and cared for. We are committed to helping our students develop into balanced, resilient adults who are prepared to navigate life beyond school. By fostering independence, emotional well-being, and healthy decision-making, we aim to equip them with the tools they need to thrive as self-sufficient, confident individuals.

The International School of Nice is deemed to be a caring school with a supportive and welcoming community. We are used to working with students who went through / are going through challenges and we are always willing to find adaptations and individual strategies to support our students welfare and development by putting in place Individualised Education Plans.

In our international environment, it is particularly important that everyone feels safe and respected with no regard to their origins, nationality, orientation or beliefs. We promote and value the IB learner profile as an integral part of our pastoral plan.

### **1. OUR TEAM**

All our staff members, teachers and admin, are yearly trained in order to recognise and respond to safeguarding issues, bullying, wellbeing and mental health concerns. Everyone at school must play an active role to foster and promote students welfare and safety.

Key members of our team are here to support our pastoral & safeguarding strategies on a daily basis.

### ***1.a The Director of Pastoral Care & Safeguarding***

The Director of Pastoral Care oversees the school's strategies regarding students wellbeing and safety. He tracks concerns, behaviour and attendance to establish patterns and organise interventions at a school and individual level. He connects and organises interventions with families, educators and agencies in order to find the best solutions, adaptations and strategies for each student. His goal is to create a supportive and inclusive school environment, addressing any barriers to learning and promoting overall wellbeing.

### ***1.b The School counsellor***

The School counsellor focuses on supporting students' academic, emotional, and social development. She works to ensure that students have the resources and guidance needed to achieve their educational goals, providing individual and group counseling sessions to address academic challenges, personal issues, and social skills.

### ***1.c The Director of Inclusion***

The Director of Inclusion ensures that students with diverse linguistic backgrounds and special educational needs receive the support and resources they need to succeed. She works closely with teachers to design and adapt curriculum that meet the varied needs of these students, provide training and resources to staff on best practices for inclusive education, and monitor the progress of EAL and SEN students to ensure they are making adequate academic and social progress.

### ***1.d Homeroom teachers***

Their mission is to be the primary support for students, closely monitoring their well-being, integration and progress. They collaborate with above-mentioned staff and subject teachers to address each student's needs comprehensively. Homeroom teachers provide daily personalized support, helping students manage their academic responsibilities and fostering a positive classroom atmosphere. They maintain open communication with parents and other professionals, creating a cohesive support network. By ensuring a sense of belonging and community, homeroom teachers play a vital role in helping students thrive both academically and personally.

Dedicated homeroom sessions are happening everyday in Primary School, and three times a week in Secondary.

## 2. THE ESSENTIALS

Essentials sessions are happening weekly and are mostly based on activities, discussions and projects. In Primary, sessions are led by homeroom teachers and occasionally by the school counsellor and Director or Pastoral Care. In Secondary, sessions are led by the school counsellor and Director of Pastoral Care.

Some of the Essentials mentioned below can be challenging topics to cover with young people, and it may raise questions for you as parents. If this is the case, please don't hesitate to contact our Director of Pastoral Care, Mr. Fernandez on the following address : [victor.fernandez@isn-nice.com](mailto:victor.fernandez@isn-nice.com)

<b>Nature of the session</b>	<b>Examples of topics covered</b>
<i>Personal, Social and Health education</i>	Nutrition, Healthy lifestyles, understanding diversity, anti-bullying
<i>Relationships and Sex education</i>	Develop friendships, identify toxic relationships, consent, fighting discrimination
<i>Citizenship</i>	Values of Democracy, French citizenship, Civil rights, Individual liberty
<i>Safeguarding</i>	Child protection, how to report a concern, peer pressure and peer support
<i>Online Safety</i>	Create a strong password, set two factors authentication, managing online presence
<i>Counselling &amp; psychology</i>	Education on Mental health, self-image, develop self confidence
<i>Wellbeing</i>	Mindfulness, stress management, resilience
<i>Soft skills</i>	Empathy, leadership, problem solving, conflict resolution, critical thinking
<i>Life skills</i>	First aid training, basic car mechanics, managing a budget, financial literacy, basic plumbing, clothing repair, public speaking, staying safe in various environments
<i>Skills for school and beyond</i>	Identify your learning style, time management, write a CV, mock job interview, career readiness

### 3. L'ÉCOUTERIE

Students and families can benefit from the services of a full-time on-site school counsellor with a strong background in psychology and education. The school counsellor is available to support students and families with any emotional, social, or psychological concerns. Students may visit the counsellor either with or without an appointment. They can find her at the back of the school in the space that is called L'Écouterie, indicated by signs.

Appointments can be made in several ways: by emailing [lois.baas@isn-nice.com](mailto:lois.baas@isn-nice.com), scanning the QR code on posters placed around the school, or following a provided link. Students are always welcome to drop in, but they must inform an adult, such as a teacher or staff member, before leaving their current activity or class. Under no circumstances should a student remain in the counsellor's office without having first notified an adult of their visit.

To ensure students know when she is available, the school counsellor always posts her return time on her office door when she is out. While students can visit as needed, they should make every effort to avoid visiting during assessments or exams to minimize disruption to their academic work.

When a student arrives at the counsellor's office, the counsellor will immediately notify the student's current teacher to ensure the student's whereabouts are known. Additionally, the visit will be recorded in the school's attendance system for accurate tracking.

It is important for students to understand that there may be times when they have to wait to see the counsellor, or appointments may be rescheduled in case of emergencies. Emergencies will take priority, and while this can lead to appointments being delayed or cancelled, the counsellor will always ensure that any cancelled appointments are promptly rescheduled.

## **4. STUDENTS INVOLVEMENT**

### ***4.a Students Committee for Wellbeing Equity (SCWE)***

Students are encouraged to take part in developing the school's strategies by joining the Students' Committee for Wellbeing Equity. The SCWE meets fortnightly to discuss how students' wellbeing could be improved and monitored, as well as giving their views about the school's current policies and strategies.

The SCWE is launched and supported by educator & wellbeing consultant Matthew Savage, who regularly comes to our school in order to organise training about wellbeing equity in schools with our community of staff, students and parents. Conclusions and proposals of the SCWE are shared with the Director of Pastoral Care and the School Director every 6 weeks, but they can bring up other concerns or ideas in the meantime if needed. They are involved in the review of key policies, such as the Pastoral & Wellbeing policy, the Anti-Bullying policy, and the Safeguarding policy. The SCWE is composed of students from G8 to G12 and is led by the Director of Pastoral Care. Students or staff guests can be invited to discuss specific questions.

### ***4.b Facilitators***

Facilitators are volunteers in each class who play a vital role in helping new students integrate into the school community and supporting students facing social challenges throughout the year. Their responsibilities include spending time with new students during lunch or breaks to help them feel more welcome and comfortable, guiding them around the school to familiarize them with their surroundings, and serving as a friendly point of contact. If a student needs additional support, facilitators can also redirect them to the appropriate staff members, ensuring that they receive the help they need to thrive both socially and academically.

### ***4.c Class reps & head students***

The role of the class representative and head students is to serve as the spokespersons for their classmates, acting as a bridge between the students and the school administration. They hold regular meetings with the head of section, or with the School Director for head students, to discuss current issues, concerns, or suggestions brought up by their peers. Class reps are responsible for gathering feedback from their classmates and presenting it in these meetings, ensuring that student voices are heard and considered. They play an essential role in addressing class-wide matters, proposing improvements, and facilitating communication between students and school leadership.

#### ***4.d Safe Space***

The Safe Space at our school is a dedicated environment for open and respectful discussions on equity and inclusion. It serves as a meeting place for students interested in topics related to social justice and belonging. Conversation groups cover a wide range of important issues, including for example inclusion, neurodiversity, religion, gender, identity, consent, and mental health, all facilitated under the guidance of the counsellor to ensure a supportive and thoughtful atmosphere. Sessions take place every two weeks in L'Écouterie, with the motto "You belong there," emphasizing that all students are welcome to participate and feel valued in this space.

### **5. DIVERSITY, EQUITY & INCLUSION**

#### ***5.a Celebrating Diversity and Promoting Inclusion***

As an international school, we proudly promote and celebrate all forms of diversity, fostering an environment where differences are embraced. We strongly uphold the principle that no form of exclusion, whether based on race, gender, sexual orientation or abilities, will ever be tolerated. "Respect" and "Belonging" are core values that guide our community, ensuring that every student feels valued and accepted. These values are central to everything we do, reinforcing our belief that each individual is an important part of the school community.

In alignment with the principles of the IB Learner Profile, we actively promote tolerance, understanding, and inclusion, encouraging our students to be open-minded, empathetic, and respectful of all cultures, backgrounds, and perspectives. We are committed to creating a space where students not only learn about the world but also learn to thrive within it, appreciating the rich tapestry of human diversity. Our inclusive approach helps foster an environment of collaboration, compassion, and mutual respect, preparing our students to be global citizens who contribute positively to the world.

#### ***5.b Supporting Students with SEN and EAL Needs***

At ISN, the Reach Center plays a central role in supporting students with Special Educational Needs (SEN) and English as an Additional Language (EAL) requirements. The mission of the Reach Center is to accompany and guide these students through tailored strategies and personalized support to ensure they have equitable access to learning opportunities. For more specific details about the services offered, referral processes, and individualized support plans, please refer to the Reach Center Policy, which outlines the complete framework for addressing diverse learning needs.

### ***5.c Commitment to Accessibility***

Our school is committed to ensuring, to the best of our abilities, that our educational environment is accessible to the widest range of students. We are expecting parents to share honestly with us about those potential challenges during the admission process. We strive to remove barriers to learning and participation, providing resources, accommodations, and support systems that make it possible for all students to engage fully in school life. We also ensure that the school environment supports our students' wellbeing by providing, for example, interactive boards in the classroom or adapted bathrooms.

Our school, like any institution, may have some accessibility limitations. In such cases, families and school leaders will work together to agree on solutions, such as hiring individual support or putting in place adapted timetables.

### ***5.d Adapted Plans***

We recognize that every student has unique needs, and in close collaboration with families, and sometimes professionals such as psychologists or doctors, we can develop adapted plans to support those needs. This may include exam concessions, flexible timetables, personalized learning strategies or different diploma pathways.

These accommodations are particularly important for students with SEN, health / mental health issues, or for students with a history of bullying, school phobia, and we work diligently to create a welcoming and supportive atmosphere where they can rebuild confidence and find academic success. By ensuring every student has the support they need, we aim to create a nurturing and inclusive school experience.

## **6. PARENTAL INVOLVEMENT**

Parental involvement plays a crucial role in supporting the well-being and safety of students, as it fosters a strong partnership between the school and home. When parents are actively engaged and communicate as soon as possible about a potential challenge or an issue their family could be facing, they provide valuable insights into their child's needs, helping the school identify any concerns early and implement appropriate support.

Open communication between parents and the school ensures a holistic approach to student well-being, addressing emotional, social, and academic aspects. This collaborative effort is essential to ensuring the overall success and happiness of every student.

Parents are regularly invited to school events linked with safeguarding and wellbeing, for example :

- The school online workshop for parents “TeenTalk!”
- In person workshops
- Conferences with guest speakers
- Coffee mornings
- Parent reps meetings
- Parent / Teacher conferences

Parents can easily communicate with the ISN team members using the ISN gmail ([firstname.lastname@isn-nice.com](mailto:firstname.lastname@isn-nice.com)) and can also communicate via Seesaw for Primary School and Managebac for Secondary school.

## 7. ONLINE RESOURCES

ISN has a specific pastoral care website, which must be seen as a toolkit for parents and students. This website is created by our school counselor, and we encourage our community members to visit it regularly.

<https://sites.google.com/view/pastoralcare/home>

We are mostly using the following resources for the Essentials and homeroom sessions :

- PSHE association (*PSHE / RSE*)
- Jigsaw (*PSHE*)
- Overcoming Obstacles (*Life skills, soft skills, skills for school & beyond*)
- Project Evolve (*Online safety*)
- Association for Citizenship Teaching (*Citizenship*)

## 8. OTHER RESOURCES & CONTACTS

At school		
<b>Victor Fernandez</b>	Director of Pastoral Care & Safeguarding	<a href="mailto:victor.fernandez@isn-nice.com">victor.fernandez@isn-nice.com</a>
<b>Lois Baas</b>	School counsellor	<a href="mailto:lois.baas@isn-nice.com">lois.baas@isn-nice.com</a>
<b>Isabela Richter</b>	Director of Inclusion	<a href="mailto:isabela.richter@isn-nice.com">isabela.richter@isn-nice.com</a>



**Psychologists & Psychiatrists**

<b>Marina Passalboni</b>	Psychologist (French / Italian)	28 avenue Malaussena, Nice * 06 64 54 64 81
<b>Elena Vlasova</b>	Psychologist (French / Russian)	111 avenue Saint Marguerite, Nice /45 chemin des Rouberts, La Colle sur Loup * 07 81 91 11 46
<b>Lorena Salthu</b>	Psychologist (French / English)	Beausoleil / Monaco * 06 58 63 68 51
<b>Olivia Whitehead</b>	Psychologist (French / English)	14 avenue Jean Médecin, Nice * 06 51 91 69 61
<b>Virginia Borisova</b>	Psychologist (English / Russian / French)	3 avenue principal Pastour, Antibes * via Doctolib
<b>Emilie Le Pabic</b>	Psychologist (French)	326 avenue Rhin et Danube, Vence * 07 49 98 35 40
<b>Aurélie Colombo</b>	Psychologist (French / Italian)	46 avenue Michel Jourdan, Cannes * 07 84 58 80 65
<b>Dr. Julia Elbaum</b>	Psychiatrist (French / English)	28 avenue Malaussena, Nice * via Doctolib
<b>Dr. Eric Vaast</b>	Psychiatrist (French / English)	46 rue des Serbes, Cannes *04 93 38 42 50

**Neuropsychologists**

<b>Marina Passalboni</b>	Neuropsychologist (French / Italian)	28 avenue Malaussena, Nice * 06 64 54 64 81
<b>Christine Caro</b>	Neuropsychologist (French)	53 avenue des Alpes, Cagnes/mer * 04 97 10 06 93
<b>Anais Rous</b>	Neuropsychologist (French / English)	1681 Route des Dolines * 06 14 25 39 33

<b>Learning support &amp; assessment</b>		
<b>Nathalie Senat</b>	Learning support	Nice * <a href="mailto:natssenat@gmail.com">natssenat@gmail.com</a>
<b>Katrin Scanlan</b>	Clinical psychologist	13bis rue du rocher, Valbonne * 06 68 52 99 79
<b>Various support</b>		
<b>E-Enfance</b>	Anti-cyberbullying hotline	30 18
<b>S.O.S Amitié</b>	Suicide prevention, emotional support	09 72 39 40 50
<b>National suicide prevention number</b>	Suicide prevention, emotional support	3114
<b>Terrapsy - Psychologues sans frontières</b>	Psychological support in English, Arabic, French	09 82 25 62 45
<b>S.O.S Help</b>	Emotional support in English	01 46 21 46 46
<b>Child protection</b>	Report child abuse	119
<b>Fil santé jeune</b>	Support and guidance for teenagers	0800 235 236
<b>Planning familial</b>	Teenagers health, contraception	Avenue Malaussena, Nice * 04 92 09 17 26
<b>Allo, parents en crise</b>	Support and guidance for parents	0 805 382 300