



AIGLON
SWITZERLAND

Aiglon Guide

2026 - 2027



People & Key Contacts

School Addresses

School Address for Correspondence	Phone Number & Email
Aiglon College Avenue Centrale 61 1885 Chesières Switzerland	+41 24 496 61 61 info@aiglon.ch

Emergency Contacts

Switzerland		International	
Medical	144	Emergency	112
Fire	118	Safeguarding Concern	
Police	117	safeguarding@aiglon.ch	
Aiglon Emergency Contacts		External Help & Advice	
Emergency School Contact	+41 24 496 64 44	Youth Helpline "Pro Juventute"	147

Main School Contacts

Name / Department	Phone Number	Email
School Reception	+41 24 496 61 61	info@aiglon.ch
School Director's Office	+41 24 496 61 19	schooldirector@aiglon.ch
Admissions	+41 24 496 61 77	admissions@aiglon.ch
Finance	+41 24 496 61 20	finance@aiglon.ch
Philanthropy & Community Engagement	+41 24 496 62 34	alumni@aiglon.ch
Communications	+41 24 496 64 81	communications@aiglon.ch
Studies	+41 24 496 61 70	studies@aiglon.ch
Junior School	+41 24 496 61 40	junior@aiglon.ch
Character Education	+41 24 496 63 76	charactereducation@aiglon.ch
University Advising	+41 24 496 61 75	universityadvising@aiglon.ch
School Counsellors	+41 24 496 63 55	counselling@aiglon.ch
Information Technology	+41 24 496 61 69	itsupport@aiglon.ch
School Shop "The Corner"	+41 24 496 61 36	shop@aiglon.ch
Travel Services	+41 24 496 61 39	travel@aiglon.ch
Summer Camp	+41 24 496 61 71	summer@aiglon.ch



SCAN & ACCESS

AIGLON CONNECT

Ancillary Contacts

Parent Ambassador Council	parents@aiglon.ch
Raise a Concern (non-safeguarding)	concern@aiglon.ch
Chair of the Board of Directors (ACSSA)	chairperson@aiglon.ch
Data Protection	dataprotection@aiglon.ch
Sustainability Committee	sustainability@aiglon.ch

Houses

House	Years	Duty Office Phone	Email	Abbr.	House Colour
Alpina	9-13	+41 24 496 62 11	alpina@aiglon.ch	ALP	Green
Belvedere	9-13	+41 24 496 62 21	belvedere@aiglon.ch	BEL	Blue
Clairmont	9-13	+41 24 496 62 41	clairmont@aiglon.ch	CLA	Pink
Delaware	9-13	+41 24 496 62 51	delaware@aiglon.ch	DEL	Red
Exeter	9-13	+41 24 496 62 61	exeter@aiglon.ch	EXE	Black
Le Cerf	9-13	+41 24 496 62 31	lecerf@aiglon.ch	CER	Sky Blue
St Louis	9-13	+41 24 496 62 91	stlouis@aiglon.ch	STL	Orange
Le Trient	9-13	+41 24 496 63 01	letrient@aiglon.ch	TRI	Purple
La Baita	5-8	+41 24 496 62 71	labaita@aiglon.ch	LAB	Grey
La Casa	5-8	+41 24 496 62 81	lacasa@aiglon.ch	LAC	Gold

Opening Hours

	Monday - Friday	Additional Information
School Reception	08:00 – 17:00	Located in Chalet Forbes
Admissions Reception	08:00 – 17:00	Located in Chalet Barbey. Families should contact admissions@aiglon.ch
Centre for Enquiry	08:00 – 17:00	Also open weekends (08:00 - 16:00) for academic support and weekday evenings during exams. See 12.8 Centre for Enquiry .
Cloud (Campus Café)	08:30 - 12:00 14:30 - 17:45 20:00 - 21:30	Fridays: open from 13:30, closes at 18:00. For rules, see 12.7.6 Cloud Café .
Fitness Suite	15:30 - 17:30 19:00 - 21:00	Also available to Year 12 & 13 during free periods. Open weekends for students; times vary based on weekly programme.
Health Centre	08:15 – 16:00 16:00 - 17:00 17:00 - 20:15 20:15 - 07:45	Appointments Only Student Drop-In Clinic (no appointment required) Evening Routines (nurse available by email) Nurse on Call (emergencies only)
School Restaurant	07:30 - 08:15 11:45 - 14:15 17:50 - 18:50	Saturday Lunch: 12:00 - 13:00, Sunday Brunch: 11:00 - 13:00
The Corner (School Shop)	09:30 - 11:30 12:30 - 16:30	Opening hours apply during term time.



WELCOME

Welcome to the third edition of the Aiglon Guide.

This comprehensive publication provides both an overview of the school and sets out expectations for students and the community. This 2026-2027 edition replaces all previous versions of the Aiglon Guide.

I encourage all members of our community to be familiar with the Guide as it is a key, centralised source of information to articulate who we are as a school and what families should know and expect.

The Guide is accessible in printed and digital formats with easy search capabilities. The Guide is updated and re-published once per year. In case of corrections made during the year, an updated record of changes is available within the online, digital version: **www.aiglon.ch/aiglon-guide**

The Guide can also be accessed through the parent portal, **Aiglon Connect**. This platform brings together all the essential tools, resources and information parents need to stay engaged with Aiglon.

We always welcome feedback to improve this resource. Please contact **communications@aiglon.ch** should you have any questions or comments about the Aiglon Guide.

On behalf of the entire Aiglon community,



Nicola Sparrow
School Director



SCAN & ACCESS

AIGLON GUIDE

Scan QR codes throughout the Aiglon Guide
to access live online information.

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AIGLON OVERVIEW

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1.1 Ethos & Guiding Principles

1.1.1 Aiglon Ethos

Aiglon College was founded on a distinctive ethos: the balanced development of mind, body and spirit. This philosophy underpins everything we do at Aiglon, both inside and outside the classroom. Aiglon was founded in 1949 as the living manifestation of John Corlette's pioneering educational vision. As Founder of the school and its Head Master for 23 years, he established a set of values and educational priorities which remain at the very core of Aiglon's identity.

We are committed to ensuring that these founding values and priorities continue to provide a strong and coherent foundation for the school. We do not see this as an obligation to resist change and evolution; rather we are dedicated to ensuring that an Aiglon education remains relevant and appropriate for the young people of today, preparing them for tomorrow and a world in constant motion.

1.1.2 Guiding Principles

The guiding principles of mind, body and spirit through challenge, respect, responsibility, diversity and service were articulated in the first decades of the school's existence through a variety of statements expressed by the Founder. Since his death in 1977, succeeding generations of teachers and school leaders have sought to sustain the spirit, purpose and focus of John Corlette's vision; the school's growth and evolution as well as its rapidly earned world-wide reputation bear witness to the timeless values of his vision and to the passion of those who have nurtured it and built upon it.

SCHOOL POLICY REFERENCE: 1.1.020 Guiding Principles

1.1.2.1 Mind

The development of the mind focuses on the intellect and the capacity to think, learn and reflect powerfully and purposefully.

Aiglon seeks to challenge its students intellectually and academically, encouraging them to be inquisitive and motivated learners, able to reach an ever-growing understanding of the world around them through rigorous and critical thinking and the acquisition of a strong body of knowledge.

This process encourages respect for a range of ideas and opinions, acknowledging that learning requires a need for open-mindedness, humility and an interest in multiple perspectives. A respectful mind focuses not just on the self, but on others and the priorities of the world around us.

The world of the intellect and ideas requires recognition that we all carry responsibility. A well developed mind will reflect on issues of morality and rightful action, and accept that we must assume the consequences of our attitudes and actions. These responsibilities are to ourselves, to others and to our environment.

A well-developed mind can engage with the world in a diversity of ways. Alongside knowledge and reasoning it shows creativity, aesthetic awareness, judgement, freedom from prejudice and true breadth of interest.

A generous mind recognises the importance of service to others as an essential part of creating a harmonious and healthy society.

1.1.2.2 Body

The development of the body focuses on physical fitness and the maintaining of an active and healthy lifestyle.

Aiglon education provides physical challenge to build strength, resilience and fitness as well as to build confidence and a sense of achievement as the rewards for physical effort. This process builds respect, both for oneself and for others who undertake physical challenges. Respect for one's body includes good living habits such as healthy diet, exercise, rest, personal cleanliness and tidiness.

Respect for one's body requires making choices that reflect responsibility and the avoidance of habits that diminish fitness and physical aptitude.

The development of the body can take a diversity of forms. In addition to personal exercise regimes, physical development is promoted through team and individual sports, expeditions and performance. Furthermore, dexterity, co-ordination, sensitivity and awareness can be developed through a wide range of skills that include all the creative and performing arts.

A fit and able body means that physical effort can be applied in the service of others.

1.1.2.3 Spirit

The development of the spirit focuses on the essence of ourselves and the exploration of faith, service and purpose in life.

Developing the spirit represents a challenge to move beyond the intellectual and physical and to reflect on the deeper questions of existence. These questions may find answers through personal faith and through the teachings of Christ and other great teachers. This challenge also invites us to be "explorers" and to take risks. The concept of spirit embraces character, the emotions and the capacity to engage fully and confidently with the world in many contexts.

The developed spirit demonstrates respect for the feelings of others and a recognition that relationships are built on an understanding and acceptance of a common humanity that transcends divisions of wealth, culture, religion and ethnic identity.

By developing the spirit, a system of personal and collective values can be established which defines the individual and collective responsibility of the individual. This in turn shapes social awareness and the qualities of purpose, initiative and integrity that characterise effective leadership.

The spirit can be nurtured in a number of ways, through action or stillness, the spoken word or silent reflection. In addition, our lives are enriched by the diversity of cultural approaches to the deeper questions about ourselves and our world.

The practical expression of the spirit – through generosity, humility, selflessness and compassion – is service to others, realised in many forms.

1.2 Guiding Principles for Learning

The Guiding Principles for Learning are based in the school's foundational philosophy as articulated through the pathways of challenge, respect, responsibility, diversity and service. The Guiding Principles for Learning are descriptors of educational excellence and how Aiglon seeks to develop aspirational and inspirational learning.



CHALLENGE

RIGOUR

Learners are provided with academic **challenge** by teachers with excellent subject knowledge.

ENGAGEMENT

Learners are provided with an inspirational and intellectually **challenging** learning environment.

SERVICE

GENEROSITY

Learners recognise that a spirit of **service** is integral to the Aiglon learning experience.

COMPASSION

Learners are provided with the opportunity to demonstrate kindness, selflessness and **service** to their environment.

DIVERSITY

INCLUSIVITY

Learners will understand, respect and value the **diverse** opinions and needs of others.

CREATIVITY

Innovative strategies are impactful, focused on progress, and adapted to reflect the **diverse** needs of the students.

RESPECT

FAIRNESS

Learners are provided with a mutually **respectful** environment in which to learn and flourish.

COLLABORATION

The atmosphere is one of enjoyment and active participation, where teachers listen astutely and skilfully guide students in a culture of **respect**.

RESPONSIBILITY

INTEGRITY

Learners understand the need to take **responsibility** for their decisions and to make positive choices. Innovative strategies are impactful, focused on progress, and adapted to reflect the diverse needs of the students.

INDEPENDENCE

A spirit of enquiry and **responsibility** is fostered, allowing students to reach balanced and critical judgments.

1.2.1 Challenge

Engagement: Learners are provided with an inspirational and intellectually challenging learning environment. As a result of passionate and dynamic approaches students are encouraged to be inquisitive and enthusiastic in their commitment to learning. Creatively designed learning allows students to be focused, motivated and fosters a spirit of enquiry.

Rigour: Learners are provided with academic challenge by teachers with excellent subject knowledge. Appropriate pace and stimulation allow learners to make sustained and supported progress whilst developing a strong body of knowledge. Students are provided with opportunities to apply critical thinking skills to complex problems that foster a reflection on the world around them and the deeper questions of existence.

1.2.2 Respect

Fairness: Learners are provided with a mutually respectful environment to learn and flourish. Trust is built with students through the use of sensitive and supportive language and based upon open-mindedness, equality, humility and a genuine interest in different perspectives. Teachers are role models who consistently promote Aiglon's educational ethos.

Collaboration: Learners are provided with a cooperative and safe learning environment. Teachers and students work in partnership towards shared success and development. The atmosphere is one of enjoyment and active participation, where teachers listen astutely and skilfully guide students in a culture of respect.

1.2.3 Responsibility

Independence: Learners are provided with activities that extend their learning and encourage independence and ownership of their own progress. Learning is scaffolded and modelled, and students are supplied with tools that enable them to become lifelong learners. A spirit of enquiry and responsibility is fostered, allowing students to reach balanced and critical judgments.

Integrity: Learners are provided with an opportunity to develop a moral compass that ensures honesty, self respect and personal integrity. Teachers demonstrate a consistent framework of high expectations and support students in developing their own principles. Learners understand the need to take responsibility for their decisions and to make positive choices.

1.2.4 Diversity

Creativity: Learners are provided with a range of varied, well-judged and imaginative teaching activities. Innovative strategies are impactful, focused on progress, and adapted to reflect the diverse needs of the students. Learners are encouraged not to fear taking risks and embrace their own creativity.

Inclusivity: Learners are provided with differentiated and personalised support by teachers who understand their students' specific capabilities. The teacher has high aspirations and expectations for all students, which inform effective planning that is adapted to ensure sustainable progress. Learners will understand, respect and value the diverse opinions and needs of others.

1.2.5 Service

Compassion: Learners are provided with the opportunity to demonstrate kindness, selflessness and service to their environment. Teachers enjoy the challenge of inspiring students by their example, engaging in the moral education and emotional welfare of the students. Learners are supported in a compassionate culture of mentoring and coaching.

Generosity: Learners are provided with an environment characterised by generosity of time and spirit. Teachers provide constructive feedback, enabling all students to make consistent and supported progress. Learners recognise that a spirit of service is integral to the Aiglon learning experience.

1.3 Teacher Profile

To deliver educational experiences in line with the Guiding Principles for Learning, teachers are expected to embody the standards outlined in the Aiglon Teacher Profile. This profile is also the basis for the ongoing development of our teachers, which we place at the heart of our commitment to educational excellence. The core standards are summarised below.

1.3.1 Supports the Aiglon Ethos

Aiglon teachers value holistic learning, focusing on the balanced development of mind, body, and spirit. They support character education and the school's guiding principles, promoting intercultural learning and digital citizenship. They encourage learning through our unique, local environment.

1.3.2 Demonstrates Educational Expertise

Teachers design curricula and learning experiences aligned with evidence-based pedagogical practices, tailored to the Aiglon learner. They cultivate expertise in their subject areas, ensuring courses activate hard thinking and promote conceptual understanding. Collaboration within departments ensures effective assessments and feedback, with a strong emphasis on oracy and passion for their subjects.

1.3.3 Places Learners at the Centre

High expectations and a culture of challenge and trust are fundamental. Teachers value process-driven learning, incorporating metacognitive strategies and allowing for safe learner failure. Adaptability to student voice and agency, alongside addressing individual needs through adaptive teaching, ensures learner well-being and development remain central.

1.3.4 Continuously Reflects and Learns

Continuous professional reflection and self-directed learning are key attributes. Teachers adopt flexible approaches to practice and innovation, fostering professional growth. Collaborative sharing and reflection with colleagues, alongside modelling lifelong learning, are integral to their professional ethos.

1.3.5 Builds Community & Supportive Environment

Teachers promote relationships with students, colleagues, parents, and the broader community based on respect, empathy, and warmth. Teamwork and positive learning environments are cultivated through respect, cooperation, and care. They support a culturally diverse and inclusive community, promoting learner motivation through competence, autonomy, and engagement with holistic learning.

1.3.6 Acts Professionally

Teachers act as role models, embedding the school's ethos in daily practice, including digital literacy. Effective time management, planning, and preparation are essential. Upholding professional standards and safeguarding expectations, they also model a healthy, balanced lifestyle, balancing school expectations with their wellbeing and mental health.

1.4 Parent Expectations

Aiglon values the partnership and trust between parents, guardians and the school community. Parents play an active part in ensuring Aiglon is a supportive, respectful and safe environment for everyone.

1.4.1 Respect, Courtesy, Communication

The school expects that parents treat all members of the school community—staff, students, and other parents—with respect and courtesy. Communication with school staff should be conducted through appropriate channels, in a timely manner, with respect for confidentiality (**5.2 Contacts for Parents**).

1.4.2 Support for School Policies and Procedures

The school expects students and their parents to represent Aiglon's values both within and outside the school community. Parents should keep themselves informed about all school policies and student expectations (**8.0 Student Expectations**) and work with the school to ensure that their child upholds them.

Any concerns should be addressed through the school's established procedures (**5.3.9 Feedback, Surveys, Complaints**). When on campus, parents should adhere to visitor policies, including signing in and wearing visitor identification (**13.2.1 Campus Visitors**).

1.4.3 Positive Participation and Social Media

Parents are encouraged to support their children in all aspects of school life and to participate in school events wherever possible. The school invites parents to take advantage of the parent communication platforms which facilitate the sharing of information and media (**5.3.6 Social Media**). On social media, parents are invited to contribute positively to our channels and are requested to refrain from posting negative or defamatory comments about the school or its community members and should not share confidential information.

1.5 Belonging & Citizenship

1.5.1 Universal Declaration of Human Rights

Aiglon endorses the United Nations Convention on the Rights of the Child and the Universal Declaration of Human Rights, which recognises the equal entitlement to all rights and freedoms outlined, “without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth, or other status” (Article 2).

1.5.2 Diversity, Equity, Inclusion (DEI)

Aiglon is committed to building a culture that lives out the principles of diversity, equity and inclusion, working to create an environment in which every member of the community feels valued.

Everyone has a responsibility to help create an environment in which all staff and students positively participate and are empowered to develop a sense of self-confidence and belonging. The school provides opportunities to discuss various ideas and viewpoints in a respectful and constructive manner in which challenging conversations are valued as a way of growth.

The school’s Teacher Profile (**1.3 Teacher Profile**) is designed to support these efforts.

1.5.3 Intercultural Learning

As an international and intercultural school that holds challenge, respect, responsibility, diversity and service as central tenets of its guiding principles, Aiglon considers intercultural education and global citizenship to be foundational elements of its school culture, values, practices and preparation for life.

These elements apply to students, employees and the board of directors, and are intended to resonate in wider constituencies such as present and former parents and alumni around the world. Given the diverse implications of global citizenship, it is considered more helpful to frame questions central to the urgent issues of contemporary learning and living rather than providing a generic definition.

At Aiglon, students and employees are encouraged, through the multiple dimensions of the holistic curriculum and broader social and professional life of the school, to consider and address the following questions:

1. Who are we and where do we come from?
2. How do we express ourselves?
3. How do we know the world?
4. How is everything interconnected?
5. How should we behave and act?
6. How can we make a positive difference?

1.5.4 Spirituality

Aiglon strives to ensure that the school has an inclusive and welcoming environment where all students know that their beliefs and viewpoints are respected and celebrated. The school respects the right of individuals to freely hold their chosen religious beliefs and to practise their religious customs.

Aiglon understands spirit and the exploration of spirituality, both as an individual and as a community, to be an important part of what it means to be human. The significance of this is reflected in Aiglon's Guiding Principles (see **1.1.2.3 Spirit**).

Aiglon welcomes students from all faith backgrounds and those who hold a non-religious, secular viewpoint. Faith Groups is an important aspect of how this is explored with senior students. (See **4.4.5 Faith Groups**). Junior students participate in services in the Aiglon Chapel several times per term; these events focus on different beliefs and religions and are sometimes student-led.

Individuals from any background should feel welcome at school events that have a spiritual theme. However, should any student have strong objections, the School Director and the Service and Spiritual Life Leader are available to discuss any student or parent concerns.

1.5.5 Sustainability

At Aiglon, the school's commitment to sustainability is deeply embedded in its guiding principles of respect, responsibility, and service. The school believes in acting to protect the environment and conserve resources, putting sustainability at the heart of all school decisions. Aiglon's aim is to transform how it delivers education—as an organisation, as an employer, and as a school with a responsibility to inspire its community.

As a learning institution, sustainability is integrated into both Aiglon's operations and its pedagogy. The academic and co-curricular programmes, from junior to senior school, emphasise environmental stewardship. Given its location, students see the real-life impact of sustainable practices first-hand, both inside and outside the classroom. From geography to science, and through expeditions and activities, students and teachers actively discuss sustainability challenges and participate in community projects.

Aiglon's commitment is integrated across five key categories: infrastructure, resources, mobility, wellbeing and student action.

Aiglon is a founding member of The Alliance for Sustainable Schools (TASS), and the first school in Switzerland to join. The school is actively collaborating with its local and global community, and with sustainability experts, to understand issues and champion credible solutions. Aiglon's vision is to become a vibrant hub of student leadership, sharing knowledge and developing solutions that support the United Nations' Sustainable Development Goals (SDGs).

1.6 Partnerships

Strategic alliances are designed to enhance the academic and character offerings at Aiglon, providing students with unique opportunities beyond the traditional classroom. By collaborating with leading organisations and specialists, the school integrates global expertise directly into campus life, aligning these experiences with the core developmental pathways of challenge, diversity, respect, responsibility, and service.

1.6.1 Manchester City Football Club Partnership

Through a partnership with the Manchester City Football Club (MCFC), students engage with a holistic physical and educational programme that integrates premier football coaching into campus life. This collaboration includes opportunities to train under professional coaches and visit the Etihad Stadium in Manchester, UK. The programme extends beyond the physical into academic disciplines, such as data analysis and sports journalism, and offers professional development opportunities through specialised internships, e-sports and tournaments in Abu Dhabi.

1.6.2 Ski Ambassador Mentorship and Internships

Through a collaboration with Olympic champion Lindsey Vonn, who serves as the school's Ski Ambassador, students receive high-performance coaching insights and mentorship focused on technical alpine excellence and resilience. This partnership offers selected students the opportunity to apply for an internship at the Lindsey Vonn Foundation in Salt Lake City, USA, where they gain practical experience in charitable administration, philanthropy and event organisation.

1.6.3 Bear Grylls Survival Academy

Junior School students in Years 2–6 participate in outdoor education through a partnership with the Bear Grylls Survival Academy, coordinated by the Aiglon Mountain School. This structured programme uses the local alpine environment as an interactive classroom where students learn practical survival skills, build resilience, and develop environmental stewardship in a safe, guided setting.

1.6.4 Creative Arts and Music Collaborations

Creative arts students benefit from the rigorous performance and training standards of the Guildhall School of Music & Drama. Additionally, Aiglon's status as an All-Steinway School ensures that all students have direct access to world-class instruments and professional-grade performance facilities on campus (see 11.2.1 All Steinway Status).

SECTION 02

PASTORAL CARE

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2.1 Safeguarding

The safety and welfare of every student at Aiglon is paramount, with safeguarding underpinning every decision made. Safeguarding means protecting a student's right to live in safety, free from abuse and neglect. It is about supporting students when they face risks and protecting them from such risks. All staff at Aiglon share the responsibility for safeguarding and promoting the welfare of our students. The school recognises that students thrive when they are healthy, safe and secure.

SCHOOL POLICY REFERENCE: 3.7.040 Safeguarding Students

2.1.1 Designated Safeguarding Lead

The school appoints a Designated Safeguarding Lead (DSL) who is responsible for leading and managing safeguarding. The DSL oversees safeguarding policies and coordinates a team of Deputy DSLs who directly support students and foster a proactive, healthy safeguarding culture.

2.1.2 Staff Commitment to Safeguarding

All Aiglon staff are trained to listen to student concerns, identify issues early and respond appropriately following agreed procedures. They are also aware that they should maintain a healthy professional curiosity and communicate to the DSL if they have any concerns about a student. Aiglon will consider, at all times, what is in the best interest of the student.

Staff remain alert to safeguarding risks and ensure familiarity with school policies.

Staff take all suspicions and/or allegations of abuse or risk to students seriously and respond swiftly in accordance with school policies. This includes taking seriously any allegations made against an adult working with students.

Staff escalate matters of concern and are aware of the school's whistleblowing policy.

All concerns and discussions about a student's welfare, the decisions made and the reasons for those decisions are recorded in writing.

2.1.3 Raising a Safeguarding Concern

The Designated Safeguarding Lead (DSL) and team can be contacted at: safeguarding@aiglon.ch.

Anyone in the Aiglon community is able to raise a safeguarding concern. Any concern is treated confidentially and is handled in line with the school's safeguarding policies.

2.1.4 Safeguarding System

The school uses centralised safeguarding and wellbeing database software, allowing staff to confidentially report and manage safeguarding. It ensures that all concerns are handled promptly and effectively, maintaining a safe environment for students.

2.2 Student Wellbeing

Aiglon takes a broad understanding of wellbeing that encompasses a student's personal dignity, physical health (body), mental health (mind) and emotional wellbeing (spirit) and encourages a positive understanding of oneself through education and awareness. All aspects of a student's wellbeing are given equal standing and addressed through different areas of school life.

The Deputy School Director with responsibility for safeguarding and wellbeing primarily oversees these programmes with support from all the school's staff and dedicated teams.

2.2.1 Proactive and Preventative Approach

The school's proactive approach to wellbeing encourages students to adopt a physically healthy and emotionally well-balanced lifestyle. This is developed through the Spirit Curriculum (**6.6 Spirit Curriculum**), but also through the counselling teams (**12.3 Counselling**), Health Centre (**12.2 Health Centre**) and house teams (**9.2 House Teams**).

In addition to on campus support, the school regularly invites external experts on relevant topics such as nutrition or sleep, hosts wellbeing events and reviews the school's wellbeing provisions.

The wellbeing team supports students in a range of areas. This can include issues of stress, bullying, eating disorders, self-harm, suicidal idealisations, depression and low self-esteem.

2.2.2 Seeking Assistance

From time to time everyone experiences difficulties, and it can be helpful to speak to someone. Students are always encouraged to seek advice from a trusted, responsible adult. Tutors, houseparents, teachers, fellow students and counsellors are always available to help and advise.

In the first instance, support is provided by the house teams with support of the health centre and/or school counsellors. It may also involve the input of other healthcare professionals and specialists.

Examples of ongoing care may include the support of the house teams followed by counselling support, health centre consultations, sophrology, nutrition, physiotherapy and alternative medicines or external professional health consultations as needed.

Students can also seek external help through services like Child Helpline International, Childline, Talk to Frank. "Pro Juventute" is a Swiss hotline reached by calling 147 (see emergency contacts).

SECTION 03

SCHOOL LEADERSHIP & GOVERNANCE

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3.1 Governance

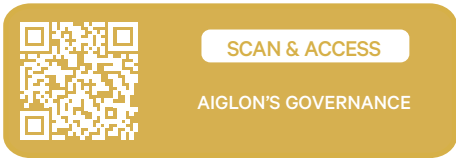
Aiglon operates under its legal name, Aiglon College Services SA (ACSSA).

Thanks to the bequest of the school’s founder, John Corlette, the school is wholly owned and overseen by a non-profit association, the Aiglon College Association (ACA), which is established pursuant to the Swiss Civil Code and registered in Chesières, Switzerland.

3.1.1 Aiglon College Association (ACA)

The ACA is made up of volunteers with diverse expertise, skill sets and backgrounds who have a direct tie to our community: current and former parents, alumni, experts and friends. Its purpose is to ensure that the school is being governed correctly and that funds are being used for the right purposes.

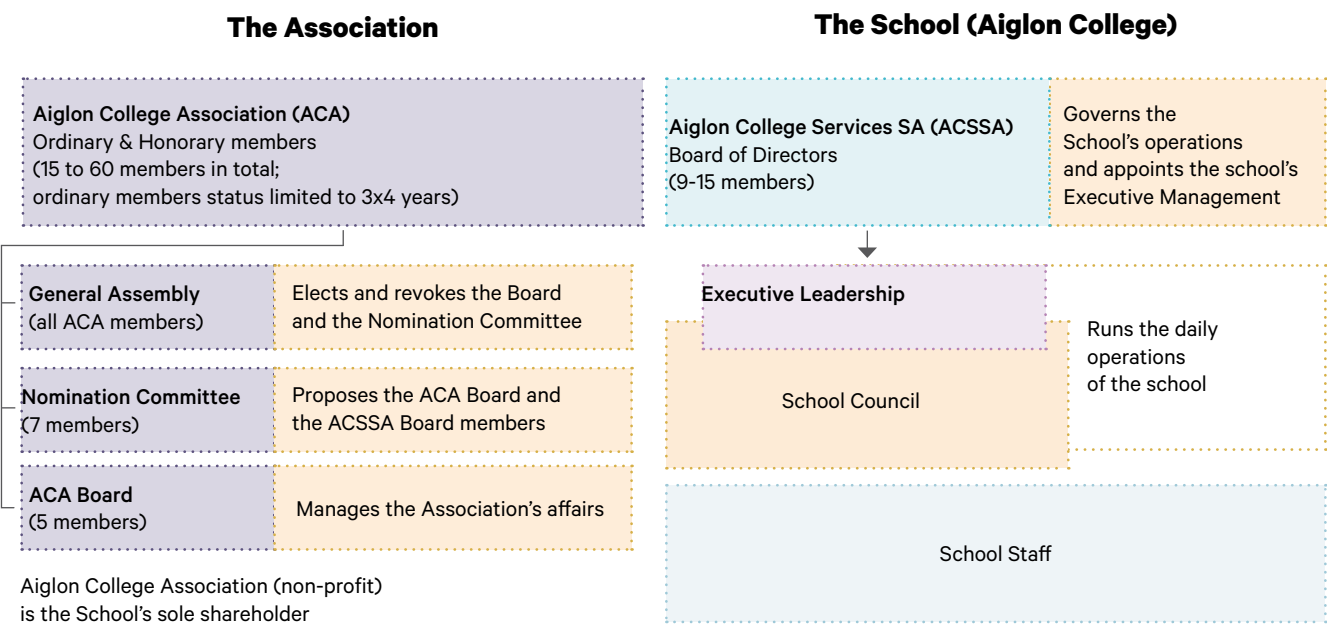
More information about the ACA, and its members, is available on the school’s website.



3.1.2 Aiglon College Services SA (ACSSA)

Aiglon College Services SA (ACSSA) is governed by the ACSSA Board, which in turn reports to the ACA. The ACSSA has the power to conduct any financial, commercial or real estate activity that directly or indirectly relates to its purpose: to operate the education of Aiglon’s students.

3.1.3 Governance Organigram



3.1.4 Not-for-Profit Culture

As a community-owned school, Aiglon is unique among its peers. Being not-for-profit does not mean that the school does not generate profit, it means the school has a responsibility to reinvest its operational surplus into the school, for the benefit of students today and to safeguard the school's reputation, resources and success for future generations.

More than just not-for-profit, Aiglon prides itself on having a strong philanthropic culture with a community that recognises the importance of making contributions for the greater good both for the school, the local community and the world. Learn more about Aiglon's philanthropy in **15.0 Philanthropy & Community Engagement**.

3.2 School Leadership & Structure

3.2.1 Executive Leadership Team

The Executive Leadership team comprises a core group of the School Council responsible for the overall running of the school.

3.2.1.1 School Director

The School Director has overall responsibility for the management and leadership of Aiglon. In conjunction with the ACSSA Board, the Director leads the school's strategic and long-term development goals. The Director is also responsible for the school's functioning and oversees all educational aspects of school life.

3.2.1.2 Bursar (Chief Finance & Operations Officer)

The Bursar (Chief Finance & Operations Officer) helps to lead the school and has responsibility for the financial and operational management, working closely with the School Director.

3.2.1.3 Deputy School Director (with responsibility for curriculum and learning)

The Deputy School Director helps to lead the school with responsibility for learning oversees the school's academic departments and the school's curriculum.

3.2.1.4 Deputy School Director (with responsibility for pastoral care)

The Deputy School Director helps to lead the school with responsibility for pastoral care oversees areas of the school related to safeguarding and wellbeing.

3.2.1.5 Deputy School Director (with responsibility for character and operations)

The Deputy School Director helps to lead the school with responsibility for character education, school administration and development oversees the character education programmes and supports the daily operation of the school alongside its strategic development.

3.2.2 School Council

School Council is the name for Aiglon's wider senior leadership team. It is made up of key leadership roles who assist the School Director in the school's day-to-day management and leadership.

3.2.2.1 Director of Boarding

The Director of Boarding is responsible for Aiglon's houses and managing the house teams.

3.2.2.2 Director of Character Education

The Director of Character Education is responsible for all of Aiglon's programmes and provisions beyond the classroom. This includes expeditions, PE and sport, activities and trips.

3.2.2.3 Director of Educational Systems

The Director of Educational Systems oversees Aiglon's calendar and has primary management responsibilities for ensuring the smooth functioning of the school's processes and systems.

3.2.2.4 Director of Junior School

The Director of Junior School is responsible for the running and management of Aiglon's dedicated junior programmes and student life.

3.2.2.5 Director of Service, Community & Admissions

The Director of Service, Community & Admissions is responsible for managing the admissions department and overseeing the recruitment of new students and scholarships. The Director also oversees Aiglon's summer programmes and the school's local community and service initiatives.

3.2.2.6 Director of Partnerships & Sustainability

The Director of Partnerships & Sustainability is responsible for working closely with the school's collaborative external partners and developing further relationships across the school. The role also has key responsibility in supporting and coordinating the school's sustainability initiatives.

3.2.3 Support Staff Management Team (SSMT)

The SSMT is led by the Bursar and brings together a group of staff that includes human resources, finance, operations, communications and marketing and other areas of the school's administration.

3.2.4 Assistant Heads

The Assistant Heads are responsible for each of the school's four student cohorts. They coordinate both the academic and wellbeing provision for these groups.

Deputy Head of the Junior School: Wonder Years (Years 2-6) & Years 7-8

Assistant Head (Exploration): Years 9-11

Assistant Head (IB Diploma Coordinator): Years 12 & 13 (academic)

Assistant Head (Inspiration): Years 12 & 13 (pastoral)

3.2.5 Academic Leadership Group (ALG)

The ALG is led by the Deputy School Director with responsibility for learning and is made up of the academic heads of department. The group leads and coordinates the school's curriculum and learning provisions.

3.2.6 Houseparents

Each house has a houseparent who is responsible for managing the house teams and supporting the students who are in their house. The houseparents work with the Director of Boarding.

3.2.7 School Leadership Overview Chart

School Director*		
Director of Junior School*		
Director of Service, Community & Admissions*		
Communications & Marketing		
Philanthropy & Community Engagement		
Executive Assistant		
Deputy School Director* <i>Pastoral Care</i>	Deputy School Director* <i>Curriculum & Learning</i>	Deputy School Director* <i>Character & Operations</i>
Director of Boarding*	Academic Leadership Group	Director of Character Education*
Assistant Heads	Academic Departments	Director of Educational Systems*
Safeguarding / Safeguarding Office	University Advising	PE & Sport
Counselling	Centre for Enquiry	Expeditions
Houseparents & House Teams	Studies Office	Activities
Health Centre	Exams Office	Educational Trips & Visits
		Character Office / Travel Services

Bursar*
<i>Chief Finance & Operations Officer</i>
Finance
Human Resources
Director of Partnerships & Sustainability*
Operations & Estates
Compliance
Technology
Executive Assistant

*Member of School Council.

3.3 Student Leadership

A variety of student leadership opportunities allow students to have a voice in the community, practise independence and develop skills that are important not just for studies after Aiglon, but for their professional and personal lives. In a multicultural environment, student leadership is also important to represent a diverse range of views and cultures. Student leaders work closely with staff in positions of responsibility to positively impact and lead the Aiglon community.

3.3.1 School Guardians

The School Director appoints two Year 13 students as the school guardians from amongst the students selected as prefects (see below). The guardians lead the school prefect team and support school leadership.

3.3.2 School Prefects

Senior school prefects are Year 13 students appointed by the school to carry out leadership responsibilities. They assist and advise the school's senior leadership team and help to set a good example to the school community.

The next year's prefects are appointed during the winter term and applications are open to Year 12 students who embody the school's values, display self-discipline, genuine integrity and have the respect of their fellow students. While the School Director makes the final decision on school prefects, the selection process throughout a period of leadership training encourages active feedback from staff and students alike.

In the junior school, students in Year 8 also have the opportunity to be selected as prefects.

3.3.3 Student Council

The Student Council is a democratic body elected by students to work closely with staff and other student leaders and groups. The Student Council acts as a forum for senior school students and provides a channel of communication between students and staff. The group is responsible for representing faithfully and fairly the interests and concerns of their peers.

3.3.4 House Leadership

House leadership roles are appointed by the houseparent with input from house teams, fellow students, teachers and school leadership.

3.3.4.1 House Captains

The house or co-house captains support the running of the houses and play an important leadership role in the life of the house and the school. House captains lead the house prefect team.

3.3.4.2 Sports Captains

The sport or co-sport captains support house sporting initiatives, playing a key role in coordinating interhouse competitions.

3.3.4.3 House Prefects

House prefects assist the house staff teams with the efficient day-to-day running of the house. Responsibilities include maintaining good order around the house and assisting with a range of tasks that help both the house team and the younger students.

3.3.5 Wellbeing Ambassador Group

The Wellbeing Ambassadors focus on promoting and nurturing a positive inclusive culture within the school community. They work closely with counsellors, student leaders, and house teams.

A trained team of wellbeing ambassadors exist in each house. They are trained in various wellbeing strategies to support student projects that reduce mental health stigma, encourage positive coping skills, and help to manage stress effectively.

3.3.6 Student Ambassadors

Student ambassadors represent the school to visitors. They are responsible for taking visitors on tours, answering questions and presenting a positive, outgoing image of the school community. Student ambassadors undergo an extensive period of training, and the final selection is made by the Admissions Office each year. Students can apply from Year 9. Student ambassadors must be in good academic standing with the ability to take occasional tours during lessons.

3.3.7 Academic Peer Mentors (APM)

Academic Peer Mentors work closely with the University Advising Department and provide support to students across year groups and subjects. APMs are paired with students in their own house, or sometimes in the junior school, to support in specific areas, like offering extra tutoring support in a specific subject.

3.3.8 Round Square Committee

The Round Square Committee help to manage the school's Round Square initiatives, a network of schools focused on service and a common ethos. The committee is responsible for organising fundraising events, service initiatives and working as ambassadors to support Round Square values throughout the school.

3.3.9 DEI Champions

DEI (diversity, equity, inclusion) champions are student leaders who are involved in the advancement of DEI initiatives in all areas of school life. They have had significant input in several important areas such as curriculum offering, behaviour policies and practices, recruitment, admissions and organising whole school events to promote diversity, equity and inclusion.

3.4 Parent Ambassador Council (PAC)

The Parent Ambassador Council (PAC) is a group of parent volunteers who work to support Aiglon in realising its guiding principles, to advance the parent community and provide a supportive network between parents and the school.

3.4.1 Membership

All parents are considered Aiglon ambassadors and encouraged to play an active, positive part in promoting and advancing the school's success and welfare. As such all parents are eligible to apply as volunteers on the PAC. The Chair of the PAC and the School Director are responsible for the selection of members.

The PAC seeks to appoint 10 members, one representing each Aiglon house. It also seeks membership that reflects the diversity of the parent and student body.

3.4.2 Role

The mandate of the PAC focuses on three primary areas.

The PAC provides support for new parents when their children start school. This support helps families and their children have a positive and well-supported experience as they begin their relationship with Aiglon.

The PAC aims to optimise clear and effective communication between the parent community and the school. This two-way feedback ensures that parents are well-informed and understand what is happening at the school.

The PAC contributes to enhancing the school's offerings. Members volunteer to support the school in developing university links, internships, career guidance and curriculum enhancements, such as engaging visiting speakers and supporting school initiatives.

SECTION 04

SCHEDULES & ROUTINES

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4.1 Arrival, Departures & Holidays

4.1.1 Arriving at School

At the beginning of the academic year, new students (boarding and day) and returning Year 9 students must arrive to campus on Friday in time to participate in the arrival weekend programme.

All other returning boarding students must arrive on Saturday between 11:00 - 14:00. The full start-of-year programme, including day student participation, is always communicated in advance.

After holidays or breaks, boarding students must return to campus on Sunday between 14:00 - 18:00.

School always begins on Monday morning.

4.1.2 Departing from School

The Fridays at the end of each term (or half-term) are dedicated travel days. Boarding students are expected to use these days for travel home. Leaving campus early will result in sanctions.

4.1.3 Leaving Early / Returning Late

The school expects parents and students to respect the term dates. Any request for an exceptional early departure or late return should be submitted by parents to the houseparent. This will only be considered under exceptional circumstances.

For information on Aiglon's attendance expectations and unauthorised absences see **8.3 Attendance**.

4.1.4 Student Supervision

Students are not permitted to remain on campus during half-term breaks or after the end of term. Parents need to be prepared to make safe, alternative arrangements off campus in case an immediate return home is difficult.

Before arrival and after departure, if a student is not able to be under the direct supervision of a parent/guardian, the provisions in **4.3.5 Responsible Adult** must apply. The responsible adult must be designated by the parent/guardian and the relevant contact details must be provided to the school.

4.2 Day Student Drop Off / Pick Up

4.2.1 Junior School

Junior School day students must arrive at the main entrance of La Baita between 07:30 and 08:00. Families must use the drop-off zone located next to the Belvedere car park entrance rather than the road above La Baita. This zone provides a safe environment away from the road.

Collection occurs at 15:15 at the conclusion of lessons, or following the child's afternoon activity session. Pickup locations are designated by year group. Year 2 students must be collected directly from their classroom door, while students in Years 3 and 4 must be collected from La Baita or their final activity location. Students in Years 5 and 6 must be collected from La Casa or La Baita after activities.

Students in Years 5 and 6 are permitted to walk home independently if prior written permission is granted by parents and the arrangement is deemed safe by both families and the school.

Day students in Years 5–8 are permitted to remain on campus until 18:30, during which time they must report to their assigned boarding house.

4.2.1.1 Collection Form & Changes

Parents must complete the collection authorisation form to designate a primary collector and up to two backup options. Students will not be permitted to leave campus with any other individuals. To authorise an alternative adult, families must email the Junior School office with the individual's full name and the expected collection time. For weekday sleepovers or playdates, written notification from both sets of parents is required before the school will release a student to another family.

4.2.1.2 Parental Absence

If both parents or legal guardians travel out of the country while the student remains at school, they must notify the school office at least 24 hours in advance. Families must appoint a temporary local guardian who resides within 30 minutes of the school and is contactable 24/7. The notification email must include the temporary guardian's full name, relationship to the student, physical address, and a 24-hour telephone number. Families are required to notify the school immediately of any updates to personal phone numbers, emails, or home addresses.

4.2.2 Senior School

Parents wishing to drop off senior school day students, can do so at their boarding house or the Forbes car park. All day students must be on campus in time for their morning commitments. Day students are also permitted to make their own way to campus each morning.

Day students may be collected after their final school commitment of the day. Day students are also welcome to stay through dinner and until the house bedtime. Day students, like all students, must always check in/out of house.

4.3 Weekends & Exeats

4.3.1 Weekends

Weekends for students offer the opportunity for a variety of required or optional activities and events. Many students are on expeditions each weekend with a range of activities or social events and trips are also available. Day students are encouraged to participate in the full range of weekend activities.

4.3.2 Exeat Overview

An exeat is the term the school uses for when a boarding student may request permission to spend a weekend during the term away from campus with a parent, guardian or responsible adult.

Exeats are a privilege afforded to students in good standing. The approval of an exeat is at the discretion of the student's houseparent.

4.3.3 Exeat Rules

A student may take no more than four exeats in the autumn term and three in the winter and summer terms. Exeats are not allowed in the first weekend of each term. Exeats cannot take place on weekends where there is a required school trip or expedition or when students have outstanding laps.

A student may only depart campus after 16:05 on Friday and must return by 17:30 on Sunday. Requests to depart or return after these times will not be approved. Unauthorised departures or returns will be treated as an unauthorised absence and subject to disciplinary procedures.

4.3.4 Exeat Requests

Parents must submit an exeat request by 18:00 the Tuesday before.

Requests must include the full address of where the student will be staying, as well as the name, phone number, and email address of the responsible adult (see **4.3.5 Responsible Adult**).

Where there are concerns about supervision or the suitability of arrangements, the school may require that a student is collected directly by a parent or guardian.

Requests for special exemptions due to unique family circumstances must be made at least two weeks in advance and will only be possible if alternative arrangements can be made for required school expectations. These requests cannot be guaranteed, but every effort is made to support families.

4.3.5 Responsible Adult

A responsible adult is the person designated to look after a student on exeat. The adult must be 25 years or older and be staying with, or in very close proximity to, the student for the duration of the exeat and be fully responsible for their care. The school may contact the responsible adult to verify arrangements. The student is under this adult's care and is responsible for any emergency situations.

This designated adult must be prepared to continue to care for a student in case a student is unable to return to campus. One adult is not permitted to be responsible for more than five students.

4.3.6 Day Exeats (Saturday)

Students may also request permission to go on a day exeat to a nearby local town. Day exeat requests are granted by the student's houseparent, with parent permission when needed.

Years 9-10 are permitted to go to Montreux. Years 11-13 may go to Lausanne.

Students may travel together in small groups and should always be able to contact the school. Day exeat permissions are normally granted from 10:30 until 17:30 on Saturdays.

Students with village permission are not normally allowed into town after returning from a day exeat. For more information on village permission see **13.3.3 Village Permission**.

4.4 Mornings Together

Throughout the week, the Aiglon day begins with community gatherings. These are significant moments to celebrate student achievements, to sing, give announcements or participate in Meditation. There are different types of gatherings for senior and junior schools.

It is important to begin the day promptly. For senior students the doors to the auditorium are shut at the beginning of assembly and meditations. Late students are not permitted to enter; late or absent students to any morning event will receive disciplinary action.

4.4.1 Meditation

Meditation has resided at the core of Aiglon life since the school's inception. It is a driving aspect of the school's daily activities and rooted in the guiding principles. John Corlette considered a structured meditative practice to be essential to the development of students and teachers alike and worked to instil methods to best inspire and enrich the whole student. Even today, his approach remains relevant in Aiglon's daily life and practice.

Beginning and ending with a period of silence, each meditation features a single idea, presented as a talk, that is dropped within the centre of a still pool. In the silence that follows, this idea grows with one's personal consideration and is carried with them for the remainder of the day. The best of Aiglon's meditations are remembered and discussed for years.

Topics for meditation are presented by staff and students. Traditional concepts of spirituality are woven among ideas, which range from the choices we make at the crossroads of life to the effects of social media. These aren't lectures but well-constructed, brief insights suggested amidst contemplative silence.

4.4.2 School Assemblies

Assemblies provide an opportunity to share important information with students and celebrate recent accomplishments. They typically begin with a musical performance and are student-led, encouraging students to share their own news and announcements.

4.4.3 Year Group Assemblies

Year Group Assemblies are convened by a cohort's Assistant Head and focus on specific timely topics and announcements relevant to an individual year group.

4.4.4 Tutor Time

Tutor time is a weekly meeting between a tutor and their tutor group. Normally this focused time allows for personal check-ins and making sure students are managing their responsibilities. Often specific topics to cover are provided by the Assistant Heads or the wellbeing team. Learn more about the tutoring programme in **12.1 Tutor Programme**.

4.4.5 Faith Groups

Aiglon's Guiding Principles understand the development of the spirit as a focus on the essence of ourselves and the exploration of faith, service and purpose in life.

Aiglon welcomes students from a variety of faiths, faith backgrounds as well as those holding secular, or non-religious views. All students participate in Faith Groups every other Thursday morning. These include most major faiths, secular and agnostic groups or a special Meditation focused on spirituality, ethics and philosophy. These give students the opportunity for discussion and reflection; students are able to choose a different group each term if they wish.

4.5 School Calendar Highlights

4.5.1 Start of Year Programme (August)

New Family Arrival Events: New families are invited to campus and enjoy a weekend of orientation. This includes registration and welcome, moving in, a house welcome, presentations and events. All new families are encouraged to participate.

Aiglon Essentials Fair: New and returning families are invited to register for appointment slots to join this exposition in the Tony Jashanmal Sports Centre. Students can purchase uniform and school items for the year ahead. The Health Centre and IT teams, local banks and other providers are on hand to support new families with practicalities. The Character Education Fair also provides an opportunity for families to browse the range of co-curricular activities, and students to make their selections.

Returning Students Welcome: Returning students also participate in a variety of activities, information sessions and meetings. Families of returning students are also invited to campus and are able to participate in a parent evening cocktail.

4.5.2 Focus Weeks

Focus Weeks provide an opportunity to focus as a school on one of the pathways of Aiglon's Guiding Principles. Throughout the year there are a series of events, activities or a special emphasis planned to mark challenge, respect, responsibility, diversity and service. Special whole-school events like The Gathering normally take place during a focus week.

4.5.3 The Gathering (Every Term)

The Gathering is a whole school assembly that takes place each term. The event features student music, drama and speaking performances, a guest speaker and community singing. The summer term Gathering is called The Scattering; it celebrates the graduating class.

4.5.4 Aiglon Beckwith Challenge (September)

The Aiglon Beckwith Challenge is a longstanding tradition that brings together all students and staff and marks the beginning of the school year. In what is often simply called "the Challenge" the entire school comes together to run or walk a route in the local mountain trails. The event is not a race. It is about each person challenging themselves to step beyond their comfort zone. Parents are invited.

4.5.5 Cultural Learning Experience (CLE)

All students and staff embark on three to four day trips to various cultural hubs around Switzerland and Europe. Learn more about CLEs in **10.6.1.1 Cultural Learning Experiences (Autumn Term)**.

4.5.6 Aiglon Society of the Arts

In August 2025, Aiglon opened the Moghadam Campus Hub and its state-of-the-art performance auditorium. To support the creative arts for both students and the local community, Aiglon and its creative arts team have developed the Aiglon Society of the Arts.

The Aiglon Society of the Arts (ASA) is committed to bringing world-class creative talent to the local region. These performances are open and free to local community members, students, staff, parents, and alumni. The season dates are published in advance. Tickets are required.

4.5.7 Interhouse Competitions

Interhouse Competitions represent a dynamic and varied Aiglon tradition in which the houses compete against one another in friendly competitions throughout the year. This can range from sporting competitions like football to other challenges such as maths or chess. The competitions are designed to enable students, no matter their interests or skills, to find a way to contribute to a house team. Houses collect points with a winner announced each year.

4.5.8 School Productions (December & May)

The senior school production (either a musical or play) takes place each year in December. Parents are invited to this event as part of the end of the autumn term celebrations. The junior production takes place in the summer term. Parents are invited.

4.5.9 Prize Giving Ceremony (Every Term)

Prize giving ceremonies take place on the Thursday afternoon before the end of each school term; ceremonies are held for both the senior and the junior school. Parents are invited to these celebration events as students are recognised for achievement and growth each term. Honour and distinction roll, as well as other awards (see **7.2 Academic Procedures & Support**) are announced at these events.

4.5.10 Parent-Teacher Meetings

Parent-Teacher meetings take place in-person at the end of each term, and online in the middle of the autumn term. Parents are able to register for slots to meet with their child's teachers to discuss their learning, progress and ask any needed questions.

Term	Meeting	Format
Autumn	October	Online
Autumn	December	In-person and online
Winter	March	In-person and online
Summer	June	In-person and online

4.5.11 Rest & Recharge Weekend

In place of an extended school holiday, the rest and recharge weekend (from Friday to Monday) provides students with a four-day weekend break during the winter term. Students are encouraged to leave campus on an extended exeat.

4.5.12 Sports Day

Sports Day is one of the highlights of the Aiglon calendar. Students represent their house in a variety of track and field events. It is an opportunity for students to showcase their athletic abilities, have fun, and engage in healthy competition. It is also a great community event, involving the whole school, including parents and staff from different departments. Sports Day takes place at one of the local athletics stadiums.

4.5.13 Graduation

Aiglon's Graduation Ceremony takes place to celebrate the year's graduating class and mark their journey from Aiglon student to Aiglon alumni. Families and special guests are invited to a series of events, including the Summer Ball, the night before the ceremony. The families of Year 13 students are invited and important planning details are sent several months in advance. Year 12 students also attend to celebrate their peers.

4.5.14 Global Community Events

Beyond local, school and campus events parents are a welcome part of Aiglon's wide global network that includes alumni and alumni parents. Both the admissions and the philanthropy and community engagement teams travel around the world and help to connect Aiglonians.

Parents can expect to receive regular invitations to an ongoing series of events in their country or region. Parents are always welcome to meet with one another and connect with the school around the world.



SECTION 05

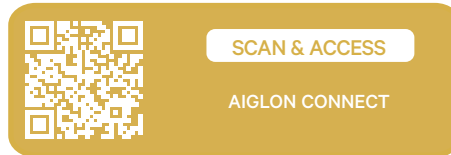
SCHOOL COMMUNICATIONS

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5.1 Aiglon Connect

Aiglon Connect is the school's online parent portal. This single access point gives parents access to almost all of the school's systems and key information from a single place. Parents should develop the habit to regularly check Aiglon Connect for news, calendars, invoices, messages, reports, etc.



5.1.1 Sign In

Aiglon Connect is a progressive web app (PWA), which combines the convenience of a website with the experience of a mobile app. It is accessed on any web browser (via the “parent” button on the Aiglon website), but for the best experience, it should be saved to a phone’s home screen. Once saved, Aiglon Connect behaves like a regular app.

5.1.2 Features

Aiglon Connect Section	Available Features
Account Profile	Contact details, connected students, request updates
Daily Life	School calendar, term dates, child’s schedule, restaurant menu
Learning	Reports, exams information, rewards and conduct
Communication	Contact tutors, houseparents and teachers, school directory, parent community information, photos, latest news
Administration	Parent forms, payments and invoices, re-enrollment and admissions
Knowledge Base	Guides, documents and resources

5.1.3 Personalised Information

Many of the features draw on personalised details for students and parents. The application is connected to the school databases, allowing families quick and easy access to tailored information.

5.2 Contacts for Parents

Clear communication is important to enabling a positive school experience. Aiglon seeks to maintain clear channels of communication, and to support families in knowing who to contact.

5.2.1 House Team

A student's house team, led by the houseparent, takes the lead on ensuring students are cared for and supported during their time at school. House teams are available to speak about student needs and wellbeing as well as to answer any practical questions about boarding life and house provisions.

The name and contact details of the houseparent are available in the Aiglon Connect directory.

5.2.2 Student Tutor

For information regarding student progress, the tutor should be the first point of contact.

Every student is assigned a tutor based on house and year group. The student's tutor will meet weekly with their students and is prepared to answer a range of questions about the student's academic progress, wellbeing and a range of topics about the student's school activities.

The name and contact details of the assigned tutor are available in the Aiglon Connect directory.

5.2.3 Studies Office

Parents are invited to contact the Studies Office for subject change requests, questions about mark readings or reports, exam arrangements, grades or certificates, transcripts or recommendations.

This information is also available to view under learning in Aiglon Connect.

5.2.4 Assistant Heads

The school's assistant heads are each responsible for one of the student cohorts. They help to oversee a student's Aiglon journey and work closely with the teaching and tutoring teams to support a student. A tutor may invite an assistant head to join for a conversation when appropriate.

The name and contact details of the Assistant Head for a student's cohort are available in the Aiglon Connect directory.

5.2.5 Individual Teachers

Parents are invited to participate in regularly scheduled parent-teacher meetings over the course of the year. Extra meetings with individual teachers should be avoided, and parents should plan to participate in these regular meetings. For more information about parent-teacher meetings (both online and in-person), see **4.5.10 Parent-Teacher Meetings**.

The name and contact details of a student's individual teachers are available in the Aiglon Connect directory.

5.2.6 Parent Ambassador Council (PAC)

The Parent Ambassador Council is a group of parent volunteers dedicated to supporting the school and other parents through the many dynamics of life at an international boarding school. Members of the PAC can be contacted through Aiglon Connect and are always ready to support or listen.

PAC members are also active volunteers present at many school and global community events. See more about the PAC in **3.4 Parent Ambassador Council (PAC)**.

5.3 School Communication Channels

Alongside Aiglon Connect (Section 5.2.1) the school also communicates using these channels.

5.3.1 School Emails

Email is the principal way the school communicates essential information to parents. Emails may come directly from teachers, house teams, School Director or Communications Office. Parents are also invited to Aiglon's local and global events via email.

Parents should contact the Studies Office to update their email address.

5.3.2 Newsletter: "From the Mountain"

Aiglon's school community newsletter is published every other week during term time. The email message includes a brief introduction and a selection of reports on recent key events and important information for parents.

5.3.3 Photos: Vidigami

Vidigami is Aiglon's secure community photo platform. Teachers and house teams regularly update photos of school life and activities. Access to Vidigami is enabled for all new families. Parents are encouraged to download the application and/or access it via Aiglon Connect. The Communications Office can assist with any questions.

5.3.4 Parent Webinars

Given Aiglon's global parent community, webinars are an effective way to keep parents informed. Throughout the year parents will receive invitations to join webinars on timely parenting and wellbeing topics as well as briefings on certain school trips. The school hosts webinars on Zoom and makes an effort to use appropriate translation software to assist families. Webinars are scheduled in the school calendar and can be accessed on Aiglon Connect, where webinar recordings are also available.

5.3.5 Classlist

Classlist is a parent directory and engagement tool developed by parents for parents. Access to Classlist is enabled for all new parents. Parents can find one another based on location, their child's house or year group. The school also publishes key announcements on Classlist. Parents are encouraged to download the application. The Communications Office can assist with any questions.

5.3.6 Social Media

The school is active on the following social media channels: Instagram, Facebook, LinkedIn, YouTube. Regular content is posted about the school and its programmes, and all families are invited to follow the school's accounts. The school avoids posting close-up, identifiable photos of students on social media. To see more personalised images, parents should access Vidigami.

Instagram: @aiglonswitzerland, @aiglionalumni, @aiglonsummer

Facebook: www.facebook.com/aiglon

LinkedIn: www.linkedin.com/school/aiglon-college

YouTube: @aiglonswitzerland

The school maintains a set of expectation on social media use and engagement for both students (see **14.5.3 Social Media**) and parents (see **1.4.3 Positive Participation and Social Media**).

For more information about student expectations in using social media see.

5.3.7 School Reports

School reports are published each term. For more information about school reports, their publication cycle and how to access them see **7.1 Reporting & Assessment**.

5.3.8 Aiglon Life

Aiglon Life is the school's global community platform connecting alumni, alumni parents and others. All Aiglon parents can request to join Aiglon Life. Parents are invited to share and support through mentorship or volunteering. The Community Engagement Office can assist with any questions.



SCAN & ACCESS

AIGLON LIFE

5.3.9 Feedback, Surveys, Complaints

The school encourages active and open dialogue between families and the school. Parents are always invited to speak with the appropriate staff teams. The school sends an annual survey to families. Parents are always encouraged to participate in these surveys to provide honest and helpful input to the school's ongoing and future initiatives.

If a parent feels a complaint needs to be raised, parents are encouraged to first consult the school's complaint policy available online. This provides a framework and a process for the appropriate channels to encourage productive, healthy resolution to a range of potential issues.



SCAN & ACCESS

SCHOOL POLICIES

5.4 Student Communication & Systems

Aiglon works with students to develop as independent learners. The school expects students to be proactive and engaged in communication with teachers, house teams and one another. Students needing support to set up or manage the available systems should in the first instance speak to their houseparent or tutor and schedule a meeting with the IT support team if needed.

5.4.1 Face-to-Face

Key information is communicated regularly to students at house meetings (see **9.4.5 House Meetings**) tutor meetings, whole school and year group assemblies (see **4.4.2 School Assemblies**).

5.4.2 Student Portal (Orbit)

Students can access useful daily information including their calendar, schedule, restaurant menu and personal details directly using Orbit.

5.4.3 SOCS

Students use SOCS in order to register for weekday activities at the start of each term and for weekend activities on a weekly basis. SOCS is also used for sports fixtures, expeditions, trips and music and private lesson timetabling

5.4.4 Google Tools

Aiglon is a Google Education Reference School and primarily uses Google's suite of tools for working and learning.

5.4.4.1 Gmail

Email is the principal way the school communicates essential information to students. Students in Year 7 and above are expected to check their school email on a daily basis.

5.4.4.2 Google Chats

Google Chats are the built-in messaging services connected to the student email accounts. Teachers, house teams and various groups use Google Chats to send messages in real time. WhatsApp or other forms of social media are not used for student-staff communication.

5.4.4.3 Google Classroom

Google Classroom is the primary system by which teachers provide information and post material about ongoing courses. Students should actively check Google Classroom and respond appropriately to all deadlines and assignments.

5.5 Publications

School publications are all available on Aiglon Connect.

5.5.1 Aiglon Magazine

The Aiglon Magazine is an award-winning publication that is mailed to all parents, alumni and others in the school community twice per year. The magazine tells alumni and school stories to keep the global community updated and in-touch with one another.

5.5.2 School Profile

The School Profile is updated yearly by the University Advising Department. It provides families with an overview of key statistics about recent graduating class results and university destinations.

5.5.3 Financial Information: Tuition & Fees

The school's tuition and fees information is updated and published once per year.

5.5.4 School Brochures

Aiglon produces a series of publications to present the school to prospective families. These are available as recommender packs for those wishing to share about Aiglon with family or friends.

5.5.5 Yearbook

The school yearbook is published once per year in the summer term. The yearbook includes student and staff portraits for the year and visually captures the school year. All students receive a copy.

5.5.6 Philanthropy Impact Report

The Philanthropy Impact Report is published every autumn, and it provides an overview of Aiglon's philanthropic successes in the previous year, emphasising on the impact of the community's support.

5.5.7 Community Impact Report

The Community Impact Report is published every spring and it provides an overview of the school's engagement with the local community. The report is published in French.



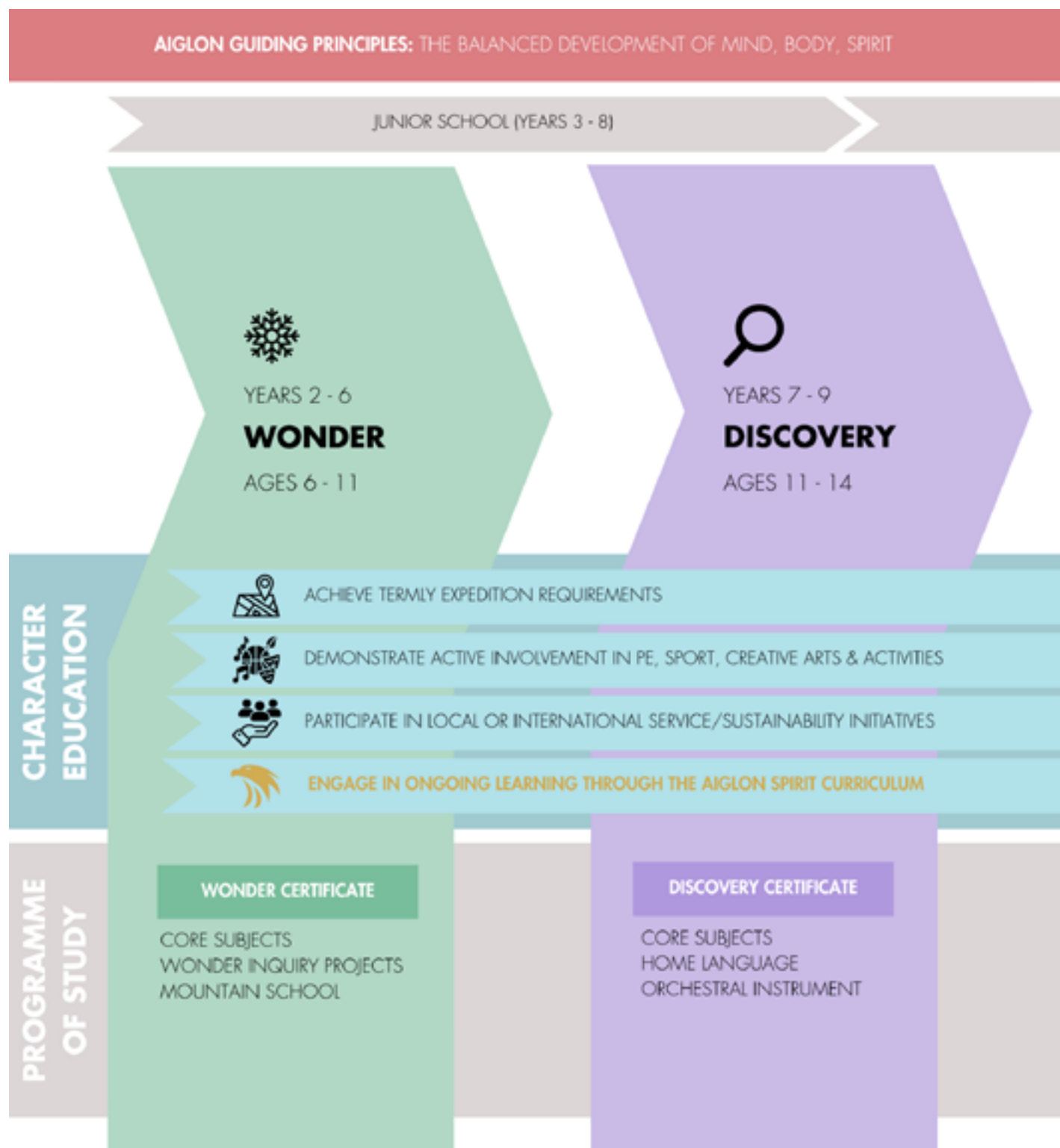
SECTION 06

AIGLON PATHWAYS

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6.1 The Aiglon Pathways





SENIOR SCHOOL (YEARS 9 - 13)



YEARS 10 - 11

EXPLORATION

AGES 14 - 16



YEARS 12 - 13

INSPIRATION

AGES 16 - 18



CAMBRIDGE ICE

7 IGCSE SUBJECTS

PRE-IB DIPLOMA

7 SUBJECTS



IB DIPLOMA

3 HL + 3SL SUBJECTS
EXTENDED ESSAY, CAS, TOK

HIGH SCHOOL DIPLOMA

IB COURSES
RESEARCH PAPER

6.2 Wonder Years (Years 2 – 6)

6.2.1 Curriculum Overview

The Wonder Years are for students ages 6-10 in Years 2-6. The curriculum is a stimulating and inspiring course that sets ambitious expectations in literacy, numeracy and oracy while inspiring curiosity, awe and wonder in our young learners. It aims to prepare students to move on to the next stage of their learning journey in the Discovery Years by providing educational challenges, experiential learning opportunities, and character development.

6.2.1.1 Literacy, Numeracy, Oracy

The school's approach integrates Aiglon's ethos of merging 'classical ideas' with 'progressive philosophies'. In literacy, daily English lessons enhance reading and writing through quality literature connected to the broader curriculum, complemented by regular reading practice and spelling sessions to foster enjoyment and proficiency in reading.

Mathematics is taught daily with a focus on the number system, geometry, measurement, and statistics, using a Concrete, Pictorial, Abstract (CPA) approach to deepen understanding and enable application in various contexts.

In oracy, students develop the ability to articulate thoughts and engage with others through structured speaking activities, improving their confidence and adaptability. This includes exercises like presenting a news broadcast, where they fine-tune their speech to match the audience, demonstrating an adept use of language in diverse social settings.

6.2.1.2 Wonder-Based Learning

Alongside core subjects, other key learning is developed through inquiry projects known as 'Wonder-based learning' throughout the academic year. These projects aim to ignite curiosity and engagement in students, fostering a fascination with the world around them while promoting problem-solving skills and real-world applications. Each project integrates content from four main areas: science, humanities, technology, and the arts, providing a holistic learning experience.

These projects are part of our collaboration with the Bear Grylls Survival Academy to form the Mountain School curriculum, which combines outdoor education with academic learning. This approach ensures that our students not only gain knowledge but also develop character and oracy skills through experiences filled with excitement and challenges.

6.2.1.3 Specialist Lessons

Technology: Technology lessons introduce students to fundamental computing skills, including typing, safe internet use, and basic Google tools. Students advance to coding and programming with platforms like Scratch and Blockly, stimulating creativity and problem-solving skills. We also incorporate LEGO robotics, where students build and program robots, culminating in participation in the FIRST LEGO League, which promotes teamwork and innovation.

Music: Music education at Aiglon begins early, integrating the Kodály and Dalcroze methods to enhance verbal memory, spatial reasoning, and social skills. From Years 2 to 4, students engage in individual piano lessons and choose an orchestral instrument in Year 5. The school's comprehensive programme connects music with other learning areas and includes a strong team of peripatetic teachers for individualised instruction.

French: Positioned in the French-speaking canton of Vaud, Aiglon emphasises trilingualism. Students receive rigorous French instruction aimed at achieving fluency, with additional cultural lessons that deepen their understanding of the local context. The curriculum prepares students for the Diplôme d'Études en Langue Française (DELF) A1/A2.

Sport and Physical Education (PE): Students participate in four PE lessons weekly, encompassing gymnastics, dance, invasion games, snow sports, aquatics, and physical literacy. The curriculum is designed to foster resilience, teamwork, and interpersonal skills, enhanced by our partnership with the Manchester City Football School programme. Winter terms include specialised snowsports training, with additional extracurricular options like taekwondo, basketball, and swimming.

6.2.2 Mountain School

Each week, students have Mountain School, where knowledge and skills developed in the classroom are taken outdoors. Based in local mountain huts or other nearby rivers and forests, students undertake personal and team challenges which have been developed in collaboration with the Bear Grylls Survival Academy team.

The programme is integrated and connected to the curriculum through inquiry and problem-based learning, encouraging students to think creatively about solutions to complex problems. It fosters leadership, teamwork, and creativity by involving students in designing their learning experiences, gradually building their independence and self-efficacy. Delivered in both French and English, the Mountain School emphasises engaging with the local community, ensuring that students benefit from a bilingual, culturally rich environment.

6.2.3 Home Learning & Language

Students are expected to continue their learning when at home, and teachers help to set these expectations for each year group. Years 2 and 4 are encouraged to read daily. Parents should listen to their child read and spend time talking about the book; even 20 minutes can have a big impact. These students will also be given weekly spellings, times tables and a maths or English task, which are directly linked to what they've learned in school.

For Years 5 and 6, daily reading, weekly spellings, and weekly math/English tasks will be assigned. Reading books in French are also sent out, and children are encouraged to read them.

The school recognises the importance of maintaining and developing students' home languages. The Year 5 and 6 curriculum supports multilingualism and encourages students to continue developing proficiency in their native languages alongside their academic studies.

6.3 Discovery Years (Years 7 –9)

The Discovery Years are for students ages 11-14 in Years 7-9. The Discovery Years begin as part of Aiglon's junior school, but they transition to the senior school during their final year of Discovery in Year 9. By bridging the junior and senior schools Discovery offers

6.3.1 Experiential Learning & Themes

The Discovery Years employ an integrated approach to learning that combines inquiry-based, problem-based, and project-based learning methodologies. This student-centred approach encourages active learning and critical thinking, focusing on the process of discovery.

Inquiry-based learning begins with essential questions, emphasizing the process rather than just knowledge. **Problem-based learning** engages students in solving authentic, real-world problems, applying knowledge and skills to develop viable solutions. **Project-based learning** involves students creating visual or multimedia material and exploring long-term projects to discover answers.

This multi-pronged approach promotes active learning and critical thinking, offering students interesting problems and emphasising the development of solutions.

6.3.2 Learning Pathway

Year 7, “Aiglonians as Locals,” students explore identity, relationships, communities, and global interactions through terms themed around these concepts, culminating in a Space Camp in Alabama, USA.

Year 8, “Aiglonians as Global Citizens,” focuses on cultures, expressing culture, change, and creativity, with a culminating experience of “Sailing with Odysseus” in the Ionian Sea, Greece.

Year 9, “Aiglonians as Changemakers,” students study networks, logic, place, and philanthropy, with a final journey themed “Time, Talent, and Treasure” in Morocco, emphasising the importance of community engagement and service.

6.3.3 Subjects

English	Drama	Computing
Maths	French	Enterprise Fusion
Science	History	Home Language
Art	Geography	Spirit Curriculum
Music	PE	Orchestral Instrument Lessons

6.3.4 Home Language

The school recognises the importance of maintaining and developing students' home languages. The curriculum supports multilingualism and encourages students to continue developing proficiency in their native languages alongside their academic studies.

6.3.5 Discovery Trips

Discovery trips are integral to the curriculum, providing experiential learning opportunities that bring classroom knowledge to life. See **10.6.1.2 Discovery & Exploration Trips (Summer Term)** for more information about the discovery trips.

6.4 Exploration Years (Years 10 – 11)

The Exploration Years are for students ages 14-16 in Years 10-11. The Exploration Years are part of Aiglon's senior school. Students can pursue either the Pre-IB or the IGCSE.

6.4.1 IGCSE (Two Year Programme)

The IGCSEs (International General Certificate of Secondary Education) are robust, internationally recognised and externally evaluated qualifications. Each course follows a two-year programme. The IGCSEs prepare students in Years 10 and 11 for the next stages of their education. These qualifications are paired with Aiglon's holistic approach to offer students an engaging and fulfilling education experience.

Students who join Exploration in Year 11 will follow the one-year Pre-IB programme

6.4.1.1 IGCSE Subjects

Students on the IGCSE pathway will study English (First Language English & World Literature; OR English as a Second Language), Mathematics, French and Science. Students then choose a further three elective subjects. They will also study Aiglon's Spirit, Physical Education and Expeditions curriculum. For available subjects see **6.5.3 List of Available Courses**.

6.4.1.2 Elective Subjects

Students' personal education path is supported by elective subjects which follow their interests and goals. A fascinating variety is on offer, and students are advised to select one arts subject, one social science and a modern foreign language. However, they can pick from a range of options.

6.4.2 Pre-IB (One Year Programme)

Aiglon's Pre-IB Programme provides a curriculum to develop the skills, knowledge and experience for all students to be prepared to excel in the IB Diploma Programme beginning in Year 12.

Consistent with our Guiding Principles for Learning, the Pre-IB curriculum highlights the importance of all students being rigorously challenged, with opportunities provided to help develop inquiry and independent learning skills. The programme encourages students to explore the subjects that interest them to eventually make their IB subject choices and experience an assessment structure reflective of the IB Diploma.

6.4.2.1 Pre-IB Subjects

In order for students to receive the Aiglon Pre-IB Certificate, they must take a minimum of seven subjects assessed in line with the IB criteria, with each subject marked out of 7. The students also need to complete the Pre-IB Programme Core (1 mark) which consists of a Spirit Project, completing CAS and Expedition reflections, and a short presentation. All students studying for the Pre-IB Certificate need to study English, Mathematics, Science and French. In addition, students need to select three more subjects.

6.5 Inspiration Years (Years 12 -13)

6.5.1 International Baccalaureate Diploma Programme (IBDP)

The IB Diploma Programme, developed in Switzerland, is a rigorous, two-year pre-university curriculum focusing on holistic education and critical thinking across six subject groups (three taken at higher level “HL” and three taken at standard level “SL”), aiming to develop well-rounded individuals prepared for higher education.

The IB is marked using a combination of internal assessments, graded by teachers, and external assessments, moderated and marked by IB examiners, with each subject scored on a scale of 1 to 7, and a maximum of 45 points available overall.

6.5.1.1 IB Core

The **Extended Essay** is a 4,000-word research paper that allows students to investigate a topic of interest, developing independent research and writing skills.

Theory of Knowledge is a course that explores the nature of knowledge and how we claim to know what we know, encouraging critical thinking and interdisciplinary understanding.

Creativity, Activity, Service (CAS) requires students to engage in a range of activities outside the classroom, fostering personal and social development through creative projects, physical activity, and community service.

Bonus points are awarded based on the combined performance in the Extended Essay and Theory of Knowledge, with up to 3 additional points available, potentially raising a student’s total score from 42 to the maximum of 45 points.

6.5.2 Aiglon High School Diploma

Aiglon students also graduate with a high school diploma. This diploma is accredited by the USA-based New England Association of Schools and Colleges (NEASC), attesting to its high quality and integrity. This allows students to focus on subjects or areas of interest that otherwise would not be available on the IB Diploma track.

A successful Aiglon student can pursue either the IB Diploma or the Aiglon High School Diploma. In some cases, Aiglon requires students to pursue exclusively the Aiglon High School Diploma. More information about support for the IB Diploma is in **Section 7.3.6**.

6.5.3 List of Available Courses

Courses	HL	SL	Group
Language A: Literature / Language & Literature	3	3	Group 1: Language & Literature
Language B	3	3	Group 2: Language Acquisition
Business Management	3	3	Group 3: Individuals & Societies
Economics	3	3	Group 3: Individuals & Societies
Geography	3	3	Group 3: Individuals & Societies
History	3	3	Group 3: Individuals & Societies
Psychology	3	3	Group 3: Individuals & Societies
Environmental Systems & Societies	3	3	Group 3: Individuals & Societies Group 4: Sciences
Biology	3	3	Group 4: Sciences
Chemistry	3	3	Group 4: Sciences
Computer Science	3	3	Group 4: Sciences
Physics	3	3	Group 4: Sciences
Sports, Exercise & Health Science	3	3	Group 4: Sciences
Mathematics: Analysis & Approaches	3	3	Group 5: Mathematics
Mathematics: Applications & Interpretation	3	3	Group 5: Mathematics
Music	3	3	Group 6: Arts
Theatre Arts	3	3	Group 6: Arts

6.5.4 Graduation Requirements

In order to graduate from Aiglon a student must satisfactorily complete the selected academic pathway alongside all other school requirements and character requirements.

A Leaver's Certificate is reserved for those who do not meet the criteria for a diploma.

The requirements for graduating with honours or distinction are detailed in **7.1.6 Academic Distinctions**.

SCHOOL POLICY REFERENCE: 4.8.380 Graduation Requirements

6.6 Spirit Curriculum

The Spirit curriculum is designed to inspire and educate students by integrating concepts from personal, social, health, and emotional education, alongside philosophical and spiritual reflections, to foster deep critical thinking. The curriculum is delivered in a supportive environment characterised by mutual respect, diversity appreciation, and kindness.

6.6.1 Wonder Years

In Years 2-6, the Spirit curriculum introduces students to fundamental concepts of wellbeing, social and emotional learning, health, belonging, community, and religion. Students explore the importance of groups and their impact on individual identity, focusing on topics such as e-safety, anti-bullying, health and hygiene. The curriculum also includes an introduction to various world religions and festivals.

Later, students delve deeper into specific religious traditions and examine their cultural and spiritual significance. The overarching goal is to foster an understanding of diversity, respect for different beliefs, and the development of a personal sense of identity within a broader community context.

6.6.2 Discovery Years

For students in Years 7-9, the curriculum builds on earlier foundations by examining more complex social and ethical issues. In Year 7, the focus shifts to personal development, and self-awareness, addressing topics such as self-esteem, relationships, and emotional wellbeing.

Year 8 explores wellbeing, intercultural learning and the impact of cultural diversity on personal and societal levels. By Year 9, students engage with critical thinking about global issues, including equality, social justice, and environmental sustainability. This phase aims to develop empathetic and informed individuals who can navigate and contribute positively to a diverse world.

6.6.3 Exploration Years

The Spirit curriculum for Years 10-11 is designed to deepen students' understanding of ethical decision-making and societal roles. Year 10 students address the complexities of personal identity and moral dilemmas, and are encouraged to reflect on their values and actions. With a focus on respect and diversity, themes such as respect for others and self, integrity, drug awareness, and healthy relationships are covered.

In Year 11, the curriculum encompasses broader societal issues, such as human rights, civic responsibility, and the importance of active citizenship. Key topic areas include being an upstander, body image, and managing conflicts. Service opportunities are integrated throughout the course, building on these foundational concepts in complexity and relevance. Through discussions, case studies, and projects, students are encouraged to critically evaluate different perspectives and develop a commitment to contributing to their communities in meaningful ways.

6.6.4 Inspiration Years

In the final years of the Spirit curriculum, students in Years 12-13 engage with advanced concepts in philosophy, ethics, and global citizenship. Year 12 focuses on contemporary ethical issues, fostering

skills in debate, argumentation, and ethical reasoning. Topics include bioethics, human rights, and global conflicts.

In Year 13, students synthesise their learning by exploring the role of spirituality and intercultural understanding in a globalised world. This stage prepares students for post-secondary education and global citizenship by encouraging them to apply their knowledge and values to real-world challenges and opportunities.



SECTION 07

ACADEMIC REPORTING & PROCEDURES

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7.1 Reporting & Assessment

7.1.1 Mark Readings

Academic assessment is ongoing throughout the year and students are kept informed of their progress through Google Classroom and regular dialogue with their teacher.

Aiglon formally reports academic grades through a framework called mark readings. Within this, there are two mark reading periods: one in the autumn term and the other spanning the winter and summer terms.

At the conclusion of each mark reading period, grades are officially released to students, and parents via Aiglon Connect. The first set of grades, Mark Reading 1 (MR1), is published at the end of the autumn term. The second set, Mark Reading 2 (MR2), is published at the end of the summer term. However, Year 11 IGCSE and Year 13 students receive their MR2 grades at the end of the winter term, prior to their external exams.

For Years 10 and above, a formal academic transcript is produced and these grades are included.

Midway through each mark reading period, an interim progress grade (IPG) is given. IPGs are advisory and are not formally published to parents or included on transcripts. They are a checkpoint for students and an opportunity for grades to be improved before the mark reading period ends.

The first interim progress grade will inform students whether they are meeting the expectations of their courses and will not be a numerical grade as more time is needed to gather evidence of assessment and progress.

Mark Reading Period		Interim Progress Grades (IPGs) Published to students	Official Mark Reading Published to students & parents
MR1	September - December	October	December
MR2	January - June	March	June
MR2 Year 11 IGCSE Year 13	January - March	n/a	March

7.1.2 Grading Scales

Aiglon measures academic progress across two scales: approaches to learning and attainment. These grading scales are standardised across all year groups and departments and are appropriate for the development of students as they progress through the school.

7.1.2.1 Approaches to Learning

Approaches to Learning (ATL) reflect how effectively a student meets the core behavioural expectations that support academic success.

During each reporting period, students are evaluated on a scale of 1–4 across four key areas. These marks are determined by comparing a student's daily academic habits against a standardised rubric applied consistently across the school:

- Self-management
- Collaboration
- Engagement
- Independent learning

Scale	Approaches to Learning
4- Exceptional	Exceptional means a student always modernises and exemplifies Aiglon's Guiding Principles, demonstrating excellent organisation, unwavering focus, proactive teamwork, and exemplary prep.
3- Commendable	Commendable means a student consistently and reliably meets these high expectations.
2- Requires Improvement	Requires Improvement highlights inconsistent or occasional effort, preparation, and cooperation.
1 - Insufficient	Insufficient indicates a student's persistent challenges with meeting basic criteria, characterised by frequent disengagement, missed deadlines, and poor preparation.

7.1.2.2 Attainment Grades

Attainment grades are determined based on all the work that a student produces during the reporting period. This is both formative and summative assessments. Attainment grades are closely linked to prescribed assessment criteria and objectives for each subject and course.

Attainment Grades	Performance Description
7	Excellent
6	Very good
5	Good
4	Satisfactory
3	Unsatisfactory
2	Poor
1	Very poor / academic dishonesty

7.1.3 Written Reports

Written reports provide a qualitative analysis of a student's progress and are written for each subject by the student's teacher. Tutors and houseparents also write reports, summarising students' achievements, goals, and any strategies that may be required. These written reports are published

alongside grades at the end of each mark reading period. Valedictory reports represent a summary of a student's whole time at Aiglon. A printed copy of each student's valedictory report is presented to them in their graduation folder at Graduation.

7.1.4 Other Types of Grades

7.1.4.1 Tracking Grades

Students in Year 10 and above receive tracking grades at key points during their programme of study. Tracking grades provide a regular snapshot of academic performance in line with external exam board criteria. In this sense, they differ from mark readings which are derived from a range of assessments over an entire mark reading period.

Tracking grades are not included on official transcripts. They serve to facilitate discussions between teachers and students about progress, and act as an additional reference point for teachers when determining predicted grades.

7.1.4.2 Predicted Grades

A predicted grade estimates the grade a student is expected to achieve in their final exams at the end of Year 13. It is used for university applications, when requested, and shared with exam boards. Predicted grades are based on several factors, including mark reading grades, historical data, teacher assessments, and internal exam results. They are realistic but optimistic, reflecting a student's potential if they maintain or improve their current performance.

Year 12 students receive an initial predicted grade in June with their summer internal exam results. In Year 13, predicted grades are given in October (at IPG1) and December (at MR1). Predicted grades are shared with universities when they are requested.

7.1.5 Accessing Mark Readings & Reports

At the end of each mark reading period (MR1 or MR2), grades and written reports are published to students and parents. They can be accessed through Aiglon Connect. For information about the school's portals and communication channels see **5.3 School Communication Channels**.

7.1.6 Academic Distinctions

Distinction	Description
Distinction Roll	Mark reading of 6.50 or above. Approaches to learning meet school expectations in all subjects.
Honour Roll	Mark reading of 6.00 or above. Approaches to learning meet school expectations in all subjects.
Merit Roll	Three or more exceptional Approaches to Learning, recognising effort more than just attainment

7.1.7 Academic Restrictions

7.1.7.1 Academic Support Plan

If a student obtains an average mark reading below 4.5, a support plan will be put in place between the student's tutor, houseparent, the relevant assistant head, and teachers. Parents will be included in the process accordingly. Students will be advised on areas for improvement and gaps in learning. Teachers and pastoral leaders will work with students to support them in achieving specific goals across subjects.

7.1.7.2 Academic Restriction

If a student's approaches to learning do not meet expectations in all subjects, they are placed on academic restriction. This indicates that the student is not making appropriate progress due to challenges in the way they are approaching their learning and conducting themselves in lessons. Students on academic restriction are required to work towards specific targets and must ask their teachers to complete a regular report card over an agreed period to monitor their progress. Social privileges may be restricted until the period ends.

7.1.8 Prep/Homework

Prep, short for preparation, is also called homework. Prep is an essential component of education at Aiglon, reinforcing concepts taught in the classroom. It serves as a tool for teachers to assess student understanding and identify any areas that may require additional support.

At Aiglon, we support students in developing independent learning habits. During the evening, students are expected to manage their own schedule and allocate time for prep. They may participate in evening activities if they are on target to complete their prep on time.

7.1.9 Study Hall

Study Hall runs on specified evenings during the week for the Discovery, Exploration and Inspiration years. It offers a quiet, focused environment for students to do prep under supervision by the assistant head for their cohort. Students are required to attend if they have been placed on Academic Support or Academic Restriction, have missed coursework deadlines, have been given a significant number of "prep records", or are not managing their workload effectively.

7.1.10 Exams

7.1.10.1 Internal Exams

Internal examinations are set by teachers in line with the standards and expectations of external exam boards. They are managed by the Studies Office and delivered in formal exam conditions. Students in Years 10 and 12 sit internal exams in the summer term as a form of mid-course assessment. Pre-IB students also sit summer internal exams as the final assessment of their course.

7.1.10.2 Mock Exams

Students scheduled to sit external exams in the summer term will undertake mock exams (managed and marked internally) at the start of the winter term as preparation. This includes Year 11 IGCSE and Year 13 students, along with any Year 10 students who are early-session candidates for external exams.

Mock exams are designed to simulate the format and environment of external exams, providing a genuine sense of what the actual exam experience will be like. These exams enable students to practise taking an exam under formal conditions, help teachers and students identify areas for further study, and allow students to develop and hone their revision skills.

7.1.10.3 External Exams

Depending on a student's pathway and course of study, students sit externally certified examinations on Aiglon's campus. These exams are set, marked and moderated by the exam boards. Aiglon employs external invigilators to oversee the administration of external exams to ensure they are conducted fairly and according to the regulations set by the exam boards.

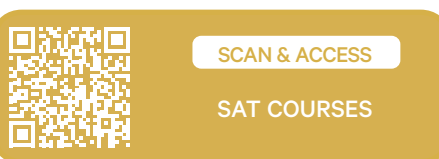
7.1.10.4 French Language Examinations (DELFF)

DELFF (diplôme d'études en langue française) diplomas are internationally recognised certificates for French language skills. The DELFF exam provides a recognized certification of French language proficiency, which can be useful for future academic and career opportunities.

They are official diplomas, issued by the Centre International d'Etudes Pédagogiques (CIEP) of the French Ministry for Education (a Member of the Association of Language Testers in Europe (ALTE)).

7.1.10.5 SAT/ACT Examinations

The SAT and ACT tests are two standardised tests used for university admissions in the USA. Not all students need to sit these exams, and students should consult with their university adviser for individual advice. If needed, students can register to take these exams at Aiglon several times per year.



7.2 Academic Procedures & Support

7.2.1 Options Process Timeline

Students in academic courses with the ability to select options, in particular Years 9 and 11, follow a structured timeline to help make the best choices for the year ahead.

Distinction	Description
January	Course options are presented to Years 9 and 11. Options selection forms are sent. Individual interviews take place to discuss options.
February	Email sent to parents with details of paid options. Options selection forms are sent to new students. Online options interviews are held with new students.
March - April	Ongoing online options meetings with new students.
August	Studies interviews with all new Years 10-12 students.

7.2.2 Course Changes

A student wishing to change a course for any reason should request a course change form from the Studies Office. This must be completed alongside confirmation of parent/guardian support and submitted to the Deputy School Director.

7.2.3 Course Sets

While some subjects do have sets based on the appropriate level, pace and challenge for a particular class, the school encourages mixed setting which is an evidence-informed approach that is best for learning.

7.2.4 Extra Study

Extra study takes place in three forms: departmental support sessions, a study hall managed through the assistant heads on weekday evenings, or a weekend study session.

7.2.5 Private Lessons

The Studies Office manages requests for private lessons and keeps track of billed hours. Parents are welcome to request additional, private lessons from teachers only after students have taken advantage of other internal support structures such as departmental support sessions. Additional lessons are not normally given by the student's same teachers.

SCHOOL POLICY REFERENCE: 4.8.060 Extra Lessons & Services

7.2.6 IB Diploma Procedures & Support

7.2.6.1 IB Diploma on Contract

For some students who may have underachieved in their IGCSE exams, Aiglon may permit entry into the IB Diploma Programme on a contractual basis. While these students may possess the academic ability to complete the full diploma, their previous approach to studies or conduct has impacted their performance.

Aiglon maintains high expectations for student engagement and behaviour, especially in Year 12 when students are striving for academic excellence. Negative impacts on the learning environment of others will not be tolerated.

This contract clearly outlines the required improvements and will serve as a shared agreement of acceptable conduct and academic effort. Failure to adhere to the terms of this contract may result in the student being asked to leave Aiglon at the end of Year 12. Additionally, should a student achieve a failing grade in their end of Year 12 exams, they will be automatically transitioned to the Aiglon High School Diploma pathway.

7.2.6.2 Aiglon High School Diploma

Some students will pursue the Aiglon High School Diploma instead of the International Baccalaureate (IB) Diploma. This pathway offers more flexibility than the standards IB Diploma and may be the optimal choice for certain students, given their individual academic profile and Aiglon's experience in preparing students for their next steps.

Students pursuing this diploma attend IB lessons, can take individual IB examinations; they consistently gain admission to excellent universities globally. The key differences are that students take fewer subjects and are not required to complete the IB Core (Theory of Knowledge, Extended Essay, and CAS), providing necessary time and focus for them to achieve their full potential and fulfill other goals relevant to their future pathways and aspirations.

7.2.6.3 Adjusted Subject Choices

For students who are very close to meeting the requirements for the full IB Diploma but whose IGCSE results indicate potential challenges in specific higher-level subjects, Aiglon may allow them to pursue the IB Diploma with adjusted option choices.

Extensive experience demonstrates that lower achievement in IGCSE subjects does not typically translate well to success in corresponding IB Higher Level (HL) subjects.

This decision will be communicated through a supportive and honest conversation. Students and parents are encouraged to respect the professional experience and guidance in these matters, as the aim is always to position students for optimal success in their chosen pathway.

7.3 Oracy

Aiglon believes that the ability to speak, listen, and communicate with confidence, known as oracy, is just as fundamental as reading, writing, and numeracy. Oracy goes beyond traditional public speaking; it is a form of cognitive training that helps students externalise their thinking, clarify their ideas, and build meaningful connections with their peers.

Integrated into the school's curriculum from Year 2 to Year 13, the oracy programme ensures that learning through talk is a central part of classroom life across all subjects. To foster this culture of purposeful communication, the school has established the Oracy Classroom Agreement, which sets out clear expectations for all students to contribute, listen and respond.

When contributing, students are expected to speak with clarity and precision, using academic vocabulary to share their thinking and justify their views with evidence. Equally vital is active listening; students must look at the speaker, close their screens during class discussions, and respectfully consider the views of others.

Finally, Aiglon expects students to respond constructively by asking questions that clarify or probe, and by building on their peers' ideas to further develop collective thinking. Through these everyday practices, Aiglon students are taught not just to talk, but to become thoughtful, articulate, and empathetic global citizens.

7.4 Prizes & Awards

Beyond academic distinction rolls, students can be nominated for and awarded prizes each term. These are given out as part of the prize giving ceremonies each term, or at graduation.

7.4.1 Prizegiving Prizes & Awards

At the end of each term the school celebrates the students' achievements and success and they are eligible for the following prizes or awards.

Prize / Award	Awarded to the student . . .
Effort Prize	Who has demonstrated exceptional effort in their studies and activities.
Mark Reading Prize	With the highest overall mark reading for the term.
Merit Prize	Who has achieved the most merits for the term.
Most Improved Prize	Who has shown the greatest improvement in their academic performance.
Character Awards	Who have shown outstanding participation and achievement in the character education programmes
Guiding Principles Awards	Who exemplifies the school's guiding principles through behaviour and action.
School Director's Award	As the highest honour awarded by the School Director for exemplary achievement and contribution to the school community.

7.4.2 Graduation Awards

The school's highest awards are presented once per year to members of the graduating class.

7.4.2.1 Environmental Prize

The Environmental Prize is awarded to the student who has shown through actions an understanding that to deal with a global environment issue one must first deal with the issue at a local level.

7.4.2.2 Niccolo Iglesias Broi Spirit Prize

The Niccolo Iglesias Broi Spirit Prize is awarded in honour of Niccolo (Alpina, 2022) who we sadly lost in 2024 to cancer. Niccolo left a distinctive mark on the Aiglon community with friends and teachers who admired his bravery, tenaciousness and ambition for life. This Prize is awarded to a student who, like Niccolo, demonstrates resilience, courage and character in the face of challenge.

7.4.2.3 Academic Excellence Prize

The Academic Excellence Prize is awarded to the student who best exemplifies excellent academic achievement and effort.

7.4.2.4 Victor & Victrix Ludorum

Latin for the “winner of the games,” the Victor/Victrix Ludorum is normally awarded to two students each year who have shown outstanding involvement and attitude in school and inter-house sports throughout their Aiglon career.

7.4.2.5 Carpe Diem Quaich

Donated to the school by Russell Lewis, who believed in always living life to its fullest. “He took every opportunity that was presented to him such that although he died relatively young he had achieved a great deal.” He asked that this cup be presented to the student who also takes every opportunity in as many fields as possible, living the fullest Aiglon experience.”

7.4.2.6 Bibi Parsons Prize for Service

The Bibi Parsons Prize for Service is awarded for dedication to serving the school, the local or the international community.

7.4.2.7 The Round Square King Constantine Medal

The King Constantine Medal is a Round Square award which recognises an individual or group who have done outstanding service work thereby supporting and promoting the ideals of Round Square. The medal carries the words, “for self-effacement in the common cause.”

7.4.2.8 Virtus Awards

The Virtus Awards are given to students in recognition of an outstanding contribution to the life of the school through active participation in its varied programmes and in upholding the ideals of its founder, John Corlette, through personal example and service to the community.

7.4.2.9 Merit Cup

The Merit Cup is awarded to a graduating student who shows outstanding merit in both leadership and service at the school. The defining characteristics of leadership and service are exemplified as concrete and demonstrated qualities reflected in how a student supports the Guiding Principles and furthers Aiglon as a community and institution. Those awarded the Merit Cup have shown a continued commitment to Aiglon during their school career.

7.4.2.10 The John Corlette Prize

The John Corlette Prize is the highest award given out by the school. The award was established in honour of Aiglon’s founder following his death in 1977. The award is given to the student who best exemplifies the ideals that John Corlette wished to see in an Aiglon graduate. The awarded student embodies these ideals as an engaged and respected student leader.

SECTION 08

STUDENT EXPECTATIONS

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8.1 Rewarding & Supporting Expectations

	Level	Criteria	Privilege / Sanction
Reward	Merits	Encourages and recognise achievement in: Challenge (engagement, rigour) Respect (fairness, collaboration) Responsibility (independence, integrity) Diversity (creativity, inclusivity) Service (compassion, generosity)	Five merits in a week results in a choice of house privilege.
	Commendations	Achievement above expectations in: Mind (academic work) Body (physical performance) Spirit (inspirational attitude)	Student chooses a house-based reward.
	School Director's Commendation	Five or more Commendations in one term Single outstanding contribution Exceptional work or performance reflecting outstanding application of the Guiding Principles.	The highest form of formal recognition.
Level of Concern - Low	House Demerit	Lateness or punctuality Inappropriate use of technology Unacceptable language or behaviour Untidy room Not checking in or out of house correctly Other house related misdemeanours	Demerits are an initial sanction given if a student fails to meet minimum expectations in their approach to lessons or house life.
	School Demerit	Unjustified lateness Poor uniform Insufficient equipment Inappropriate use of technology Unacceptable language or behaviour Missed music lesson Poor academic effort or work	Accumulating five demerits in a week, or 15 in a term, results in a lap.
Level of Concern - Medium	House Lap	5 house demerits in a week Missing a house meeting Rudeness to others Use of technology after lights out Late return from social time	A "Lap" is served as one hour of detention during which students use restorative justice
	School Lap	5 school demerits in a week 15 school demerits in a term Missing Meditation Unsafe road crossing Unauthorised absences Consistent failure to meet expectations	Accruing multiple laps leads to increasingly severe sanctions, escalating to a Pastoral Intervention (sixth lap), a Restorative Panel (seventh lap) and a Disciplinary Panel (eighth lap).
Level of Concern - High	House Gating	Unacceptable accrual of laps Regular unauthorised absences Continual poor behaviour or attitude Consistent failure to meet expectations	Students lose all free time privileges, including campus or Chesieres/Villars permission, social events, ordering takeaway, cooking in the kitchen. Technology use is restricted. Official commitments usually take priority. Monitored by the house team.
	School Gating	Serious or ongoing breaches of school rules	Confinement to the house during all free time. Unlike House Gating, this takes priority over all school activities and includes the same losses of free time and social privileges. Students must check-in every half hour and meet with a School Council member every morning and evening.
Level of Concern - Critical	Suspension	Serious breach of the school rules and following a formal disciplinary or academic panel.	Suspensions provide a serious warning, but also provide a time away for reflection. Students normally serve a suspension off campus, either at an approved local host or in some cases, at the student's home. A suspension may be scheduled to be served at the most appropriate time.
	Indefinite Suspension	May be issued when the School Director feels that further investigation is required before determining if a student may return.	
	Expulsion	Serious breach of the school rules and following a formal disciplinary or academic panel. Violation of Swiss law	Following appropriate investigation and a disciplinary or academic panel, a student may be expelled from the school.

8.1.1 Applicability of Expectations

Aiglon's student expectations apply to all enrolled students at all times. Expectations apply on campus, during all activities, events and trips, locally in the village and during the school holidays.

All expectations apply equally for boarding and day students.

8.1.2 Interventions & Panels

If a student has breached school rules, the course of action taken will depend on the severity and nature of the incident.

Less serious rule breaches or inappropriate behaviour are often addressed through an **Intervention**, determined by the Director of Boarding or Character, Assistant Head, or houseparents.

For breaches of rules that are more serious, the student may be called to a **Restorative Panel**. Restorative Panels are attended by the Director of Boarding, Assistant Head and houseparent and the focus is on understanding the situation, encouraging the student to take responsibility and identifying measures that help the student learn from what has happened. The outcome of a Restorative Panel is most likely a student conduct agreement.

A formal **Disciplinary or Academic Panel** is for the most serious breaches of school rules or repeated misdemeanours and is composed of the School Director, a member of the School Council (or Assistant Head for academic matters), the student's tutor, and the student's house captain or a prefect. Following deliberations, the School Director, in consultation with the panel, determines the outcome and corresponding sanction, which is formally communicated to both the student and their parents.

8.1.3 Student Conduct Agreement

A student conduct agreement may be drawn up resulting from a restorative or other panel. The agreement sets out clear expectations for a student's behaviour, and outlines expectations over a given time period. The aim is to improve behaviour in relation to the school's guiding principles; specific expectations may be set out with regard to academics, boarding or character.

Fulfilling the agreement may be a condition of remaining at the school. The student, parents and responsible member of school leadership all sign the agreement.

8.1.4 School Records

Merits, commendations and disciplinary sanctions are recorded in the student's record in the school's central database and are used for internal reporting and tracking purposes.

The result of a disciplinary or academic panel is recorded in a student's record and may be included in reports to other schools or colleges/universities. At the School Director's discretion, certain records may be removed after a period of time.

8.2 Uniform & Dress Code

Aiglon students are expected to always present a positive impression. Dress should be tidy, clean, appropriate to the occasion and demonstrate awareness of the school as a multicultural community.

Uniform and dress code rules are in effect from 07:45 until the end of lessons. In free time, students should be dressed in a manner that appropriately represents the school. Uniform and dress code infringements will lead to house or school sanctions. Special, non-uniform days are planned each year.

8.2.1 General Expectations

8.2.1.1 Personal Appearance

Jewellery should be simple and discreet. Simple earrings are the only visible piercings permitted. Hair should be well kept and dyed only natural shades. Facial hair is not permitted.

8.2.1.2 Inappropriate Items for School Uniform / Dress Code

The following are not allowed during the school day as part of school uniform or dress code: t-shirts, jeans, leggings, informal shorts or cargo trousers, overly revealing clothing, bare shoulders, bare midriffs, tops with thin or no straps, sweatshirts or hoodies, pyjamas, knee length boots, slipper-style shoes without a back, beach clothing or footwear, caps or hats worn indoors, slogans or large logos.

8.2.1.3 Variations

In case of snow or ice, waterproof boots with gripping soles should be worn. Shoes should be changed indoors when appropriate.

When sitting formal or mock examinations students must adhere to the working day school uniform (either No 2 or Inspiration Years dress code).

8.2.2 Number One (No 1) Uniform

The No 1 uniform is Aiglon's formal dress uniform. It has historical significance and is used during formal occasions and when students are representing the school on or off campus. All students must purchase the No 1 uniform upon enrolment.

- Aiglon school blazer
- White collared shirt or blouse
- Aiglon silk tie or cravat
- Aiglon trousers or knee-length skirt
- Black socks or tights
- Black, formal and plain leather shoes

The top shirt button must be closed and covered by the tie-knot. The cravat should be tucked inside the shirt or blouse and be visible at the neck. The black shoes should be polished and have no distinguishable markings with no white or other colours on the sole. Shoes should be flat or low-heeled. Knee-length boots are not permitted.



8.2.3 Number Two (No 2) Uniform

Students in Years 2-11 wear the No 2 uniform during the working day.

- Aiglon white polo shirt
- Aiglon navy cable-knit jumper
- Aiglon beige khaki trousers or shorts
- White, plain leather shoes (Years 9-11)
- Black, plain leather shoes (Years 2-8)

Trousers should fit properly without showing socks or underwear. In cold weather, a uniform Aiglon jacket may be worn over the No2 uniform.



8.2.4 Inspiration Years (12-13) Dress Code

Students in Years 12-13 do not wear the No 2 uniform, but instead are expected to wear professional, business-style dress. Students may express personal style, but always in a sensible, professional manner.

- Smart, business style jacket or blazer must be worn (no leather, denim or large logos)
- Collared, tailored shirt or blouse
- A plain, fitted jumper may be worn over the collared shirt or blouse
- Smart, tailored trousers or knee-length skirt with tights
- Smart, plain shoes or ankle boots

8.2.5 PE, Sport & Ski Uniform

Aiglon PE or ski uniform must be worn for all PE, sports and skiing activities.

- **PE/Sport**
 - Aiglon sports shirt
 - Aiglon sports shorts or leggings
 - Appropriate outdoor trainers or indoor, non-marking shoes
- **Ski & Snow Activities**
 - Aiglon ski jacket
 - Aiglon ski trousers
 - Aiglon PE shirt with thermal base layer underneath
 - Aiglon microfleece or puffer jacket (weather dependent)

Students may wear the Aiglon tracksuit or ski uniform to the period before a PE/sport/ski lesson. Flip-flops and sliders are not permitted. The Aiglon PE shirt must always be worn over a thermal base layer, which is not permitted to be worn on its own.

Students with morning PE must change back into their school uniform at lunch. Those with afternoon PE should change after lunch. The Aiglon tracksuit must be worn when walking to the village.



8.3 Attendance

8.3.1 Attendance Expectations

Attendance is mandatory for all academic lessons, house events, school competitions, special events, long expeditions, trips and visits. Attendance is tracked through a central database and all absences are recorded. Unannounced absences will trigger missing student protocols.

Students are expected to be proactive in managing their attendance. In all cases where a planned absence has been approved, it is the student's responsibility to notify their relevant teachers at least 24 hours in advance. Students are also expected to liaise with their teachers to manage missed work.

8.3.2 Authorised Absences

8.3.2.1 Illness

Any absence due to illness must be announced through the houseparent and Health Centre.

Day students must also contact their houseparent in case of illness.

8.3.2.2 Emergency

In case of an emergency absence, parents should contact the houseparent as soon as possible. Parents should avoid scheduling elective medical or similar appointments during term time to ensure consistent student participation.

8.3.2.3 Official School Activities

For official school activities or trips, the responsible staff will ensure attendance and absences are properly registered and appropriate staff are notified. Such absences are monitored and are kept to a minimum.

8.3.3 Unauthorised Absences

If a student misses a lesson or any school activity without prior authorisation, a house or school sanction is issued. A pattern of unauthorised absences will result in further intervention.

8.3.4 Check-In Protocols

Both boarding and day students are expected to check-in at designated times throughout the day. In addition to classroom attendance this may be through house roll call, check-in systems or registers for off-campus activities.

Instances where students do not check-in are recorded as unauthorised absences.

SCHOOL POLICY REFERENCE: 4.8.020 Attendance Policy

8.4 Academic Expectations & Integrity

The ethical values of personal integrity and honesty are central to Aiglon. Academic honesty is expected of all members of the school community: students, staff and parents. Expectations and practices are based on the school's Guiding Principles for Learning, with an emphasis on respect, integrity, responsibility and fairness.

8.4.1 Classroom Expectations

Students should come to lessons well-prepared with all needed materials and equipment and should behave respectfully at all times. It is important that student behaviour allows teachers to teach and other students to learn. Disrupting lessons or negatively affecting others is unacceptable.

Students must attend all lessons and school commitments, actively participating and preparing appropriately. They should respect the school's expectations and follow teachers' guidance.

8.4.2 Academic Integrity

All students are expected to understand the fundamental meaning and significance of academic integrity. Throughout their time at the school, students must consistently act with honesty and integrity, cultivating the habits of good scholarship by transparently acknowledging the work of others. This explicitly includes the appropriate and appropriately referenced use of Artificial Intelligence (AI).

The school adheres to International Baccalaureate (IB) guidelines across all year groups. By instilling these standards throughout the school, students build robust habits early on, comprehensively preparing them for the demands of the Diploma Programme (DP). Students are taught about academic integrity, referencing, and acknowledging sources at all stages of their education, with the depth of instruction tailored to their age and academic development.

From Year 12 onwards, academic integrity assumes even greater importance. Students receive a heightened emphasis on these critical skills and complete dedicated workshops focused on accurate citation, referencing, and overall academic conduct.

The school's academic integrity expectations apply universally to all work completed at home or at school. This encompasses: standard prep (homework), internal and external assessments, any work, application materials or personal statements submitted as part of the university admissions process.

Students are expected to fully understand and align with the rules governing examination conduct. These standards are set by the school and rigorously reflect the regulations issued by official examination boards. Furthermore, students must clearly understand the distinction between acceptable collaboration and unacceptable collusion. Crucially, they must recognise that when an assignment requires independent work, collaborating with others may cross the line into collusion. It is strictly prohibited to submit work produced through such a process.

8.4.3 Plagiarism

To support students in developing robust academic habits, scholarship tools such as Turnitin are used proactively throughout the school. These tools are applied to all assignments that will eventually be submitted to examination boards, serving to check both the authenticity of the work and the accuracy of the referencing. They provide a valuable opportunity for teachers and students to identify and address any concerns with referencing formats together. In some instances, these checks may raise questions about authenticity, which act as a positive starting point for further conversations about good academic practice.

With the advent of Artificial Intelligence (AI), there is an increased emphasis on schools to validate the authenticity of student work. Consequently, students can expect more frequent discussions with their teachers, where they will be asked to explain their ideas, methodologies, and creative processes. To facilitate this validation, it is essential that students work in the manner set out by the school. This includes completing assignments on live Google Docs, which transparently demonstrates their ongoing working process and draft history. Core expectations, include:

Acknowledging Sources: Students must accurately reference and acknowledge all sources used in their work, explicitly including any ideas or content generated by AI.

Originality: Students must not submit duplicate pieces of work for different assessments.

Referencing Formats: Appropriate referencing formats must be consistently followed in accordance with specific teacher or course expectations.

The librarians in the Centre for Enquiry are fully equipped to help students develop excellent research and referencing skills. See **12.8 Centre for Enquiry**.

8.4.4 Exam Conduct

The school maintains exceptionally high expectations for student conduct across all examination settings. These rigorous standards apply equally to internal mock assessments and official external examinations. Students are required to:

- Arrive on time for every examination.
- Conduct themselves respectfully and in absolute silence within the examination hall.
- Follow the examination's rules about permitted materials and communication with others.
- Ensure they bring only the correct, permitted materials and equipment.

Punctuality and attendance are mandatory. Arriving late to an examination, or missing it entirely, is taken very seriously and may result in no mark being awarded or recorded for that assessment.

8.4.5 Internal and Mock Examinations

The threshold for rescheduling an internal exam is extremely high. Any absence due to illness or injury must be formally validated by the Health Centre before alternative arrangements will even

be considered. Rescheduling may mean that the integrity of the examination is compromised so an alternative paper may be sat or qualitative feedback only may be given, without a mark recorded.

8.4.5.1 External Examinations

Official external examinations cannot be rescheduled under any circumstances. If a student misses an external paper due to a medical issue or emergency, the relevant examination board will review the official medical evidence to determine whether it is sufficient to grant special consideration. The school has no authority to override the boards' final decisions.

Examination Accommodations (Access Arrangements) We are committed to providing the appropriate support for students who require specific examination accommodations. However, the school must strictly adhere to the regulatory guidance and deadlines set by the official examination boards.

Early Communication: Students and parents must speak proactively with the Learning Support department at the very start of the academic year if accommodations are anticipated or required.

8.4.5.2 Clinical Evidence and Deadlines

Any request for examination accommodations must be fully supported by formal, up-to-date clinical reports. Crucially, these reports must be submitted before the October break of the relevant academic year. Submissions made after this deadline risk being rejected by the examination boards, meaning the necessary accommodations cannot be awarded.

8.4.6 Malpractice

Malpractice is behaviour that results in or may result in a student or exam candidate gaining an unfair advantage in one or more assessment components. This can include plagiarism, but may also include behaviours such as collusion, making up data, taking unauthorised material into an examination room or using unauthorised material or systems, failing to comply with teacher or invigilator instructions, impersonating someone else, including offensive material in work, disclosing or discussing examination papers after the examination.

8.4.7 Consequences of Academic Misconduct

All instances of academic misconduct in relation to work for external examinations, qualifications or assessed work will be reported to the relevant examination authority and the student will be subject to the relevant authority's disciplinary procedures.

All instances of academic misconduct for both internal and external work is also a violation of school rules and will be subject to appropriate disciplinary action, including an Academic Disciplinary Panel (see **8.1.2 Interventions & Panels**).

SCHOOL POLICY REFERENCE: 4.8.230 Academic Expectations & Integrity

8.4.8 Prep Records

Prep is a fundamental component of the learning experience at Aiglon. It is deliberately designed to help students build effective independent learning habits that will serve them exceptionally well as they progress through the school and eventually transition to university.

The structure of prep evolves as students mature, fostering increasing independence:

Years 2 to 6: Students will be set independent reading and small tasks to complete at home.

Years 7 to 9: Students follow a set prep timetable to help establish strong organisational skills and a reliable daily routine.

Year 10 Onwards: Teachers provide clear deadlines well in advance, expecting students to take greater ownership of their schedules and self-organise effectively to manage their workload. Deadlines for significant pieces of work, such as Internal Assessments at DP, are set more than a year in advance and students are provided an overview of these deadlines at the beginning of the DP course.

Students are expected to take an active, responsible role in their own learning. If a student struggles with the material or does not understand the work, they are expected to have constructive conversations with staff to get the necessary support. Furthermore, students must proactively ask for help and inform their teachers in advance if they anticipate being unable to meet a deadline. Communicating early is a vital part of being organised and allows teachers to offer guidance before an issue escalates.

To monitor student progress, teachers maintain official 'prep records' that track the completion and timely submission of assignments. These records help identify where a student might be falling behind so that interventions can be made.

While the school is fully committed to supporting students who find the work challenging, a persistently poor attitude towards prep may ultimately be treated as defiance and a refusal to follow the school's expectations. If persistent challenges with submitting prep arise, it may lead to formal discussions regarding a student's suitability for their chosen courses and their overall ability to keep up with the rigorous demands of Aiglon's curriculum.

8.5 Substance Use

8.5.1 Drugs

Aiglon maintains a zero-tolerance policy towards the use, possession, transportation, or procurement of controlled drugs and related paraphernalia. This applies to all substances that alter behaviour, including illegal drugs or substances intended to resemble drugs.

8.5.2 Alcohol

Given the legal and social acceptability of alcohol consumption in Switzerland, consuming beer or wine is permitted under specific conditions for students in Years 12 and 13 who are 16 years of age or older. Spirits are prohibited. This privilege is contingent on good standing and the consent of the houseparent, and having no written objection from parents.

8.5.2.1 Responsible Environment

Consuming alcohol is allowed only during approved times and events, which include Friday and Saturday evenings at approved locations in the village after the evening roll call, as well as at specific school-sanctioned events.

Students are prohibited from bringing alcohol onto campus. Any alcohol found will be confiscated, and students involved will face disciplinary action.

8.5.2.2 Responsible Consumption

Beer and wine are allowed in moderation; spirits are prohibited. The school defines a moderate consumption of alcohol as up to a maximum of two standard drinks. The school's established blood-alcohol threshold is 0.04%.

8.5.3 Smoking, Vaping, Nicotine

Aiglon prohibits vaping and smoking by all students and staff, both on and off campus. This includes all school-related activities and trips. The policy extends to all forms of nicotine and tobacco products, snus, nicotine pouches, electronic cigarettes, vaping devices, and any related paraphernalia.

If a student is found vaping or smoking, in possession of vaping or smoking products, or smells of vaping or smoking products in the opinion of staff, disciplinary actions will be taken. Students in the presence of those vaping or smoking may also be subject to the same disciplinary action. Room and personal items may be searched.

8.5.4 Drug & Alcohol Testing

The school reserves the right to administer regular and random drug tests, in addition to tests conducted when there is a reasonable suspicion of drug or alcohol use. Following a non-negative test result, the student may be required to undergo regular follow-up testing for drugs and alcohol if they remain enrolled in the school, with the frequency and duration determined based on the specific

circumstances of the case. This approach aims to support the wellbeing and safety of the student and the wider school community.

A student who refuses to give consent to be tested will be asked to explain the refusal. The school will be entitled to draw inferences from this response and general demeanour. Any deliberate delaying or non-compliance may result in the school's reasonable judgement to carry the same sanction as a positive test.

Parents will be notified as soon as possible in cases of a positive test result. Repeated or requested tests may be charged to parents. When circumstances require, the school will inform the police.

SCHOOL POLICY REFERENCE: 4.8.290 Student Substance Use

8.5.5 Support & Parental Involvement

Aiglon is committed to promoting health and well-being through education about substance misuse. This includes integrating topics related to substance use, prevention, and resilience into the health and wellbeing curriculum, supported by external speakers and parental involvement.

The school actively supports students who seek help in substance misuse, including smoking, vaping, alcohol and drugs. Students are encouraged to seek help from the health centre team or trusted member of staff. Seeking to participate in a support programme does not carry disciplinary consequences, but it does not excuse substance policy violations.

Parents are encouraged to support the school's educational efforts regarding substance use and to participate actively in the prevention programmes offered. They are informed of and involved in the school's approach to handling incidents of substance misuse.

8.6 Healthy Relationships

8.6.1 Safeguarding

Students are expected to look after one another, and to pass on any concerns about anyone in the school community who may be at risk from harm, either from themselves or others. Any concerns about inappropriate staff behaviour should be passed on to the safeguarding and wellbeing teams. Concerns will be treated sensitively and confidentially.

8.6.2 Bullying

Aiglon actively seeks to promote a culture of kindness, tolerance, and inclusiveness. Bullying is unacceptable and is not tolerated in any form. Bullying includes any intentional and hurtful behaviour; it can be a single incident or sustained over time, either in-person or online.

Bullying includes physical aggression; verbal abuse; hate speech; intimidation or manipulation; racial, religious, sexual or cultural bullying; social exclusion and gossip; humiliation; theft or damage of property. Students are encouraged to report bullying, enabling the school to take appropriate action, develop effective strategies to address underlying issues, and provide support. Bullying will result in disciplinary action, and serious cases may result in suspension or expulsion.

8.6.3 Student Intimacy

Close student relationships should take account of personal, ethical, and cultural considerations. Excessive, public displays of intimacy are inappropriate. Relationships between students with an age difference of more than two years is not permitted. Couples should not be alone together in a closed room without specific staff permission, including in each other's rooms. Acts of sexual intimacy are not appropriate in a school context, on or off campus, or as part of school trips and activities. Violation of this expectation will result in disciplinary procedures.

8.6.4 Inappropriate Media

Storing or accessing any images that may be judged as offensive or discriminatory is unacceptable, and may have legal implications in Switzerland. This includes images or videos taken without consent and includes any media that may cause humiliation, distress or harm to an individual.

8.6.5 Respecting the School

Conduct, online or offline, or via any channel, that demonstrates poor behaviour or risks bringing the school into disrepute is subject to disciplinary action. For behaviour online see **14.5 Internet Safety**.

8.7 Respecting Property

8.7.1 Vandalism

Respect for property is essential, and students are accountable for their actions concerning school assets. Acts of vandalism, such as non-accidental damage, graffiti, careless breakages, and the defacement of school property—including textbooks—will incur repair or replacement charges.

8.7.2 Excess Money

Students are not permitted to possess unauthorised, excessive sums of money. For more information about money see **13.1.1 Money**.

8.7.3 Chewing Gum

Chewing gum is not permitted during the school day.

SECTION 09

THE HOUSES

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9.1 Aiglon House Overview

Aiglon's houses are a distinctive and historical feature of student life at Aiglon. Each house's unique culture, style and physical setting defines a student's Aiglon experience. Students and alumni alike are fiercely proud of their house.

9.1.1 House Assignments

Newly enrolled students and those moving up to senior school receive their house assignments in the summer term before the new academic year begins. The Admissions Office in conjunction with the house teams consider a new student's holistic profile alongside the needs of the house before making an assignment.

Assignment requests are not accepted, except in the case of siblings or alumni parents.

A student remains a member of the same house until departure from the school, and house changes are not permitted. The School Director may issue a change in exceptional circumstances.

Day students are also assigned a house and are fully integrated into the house life and culture.

9.2 House Teams

9.2.1 Houseparent

Each house has a residential houseparent, who lives in the house and is responsible for the smooth operation of the house and the care of its students. Houseparents are also teachers. A houseparent may be single or may have a partner or family who also lives in the accompanying apartment.

9.2.2 Assistant Houseparent

Each house has a residential assistant houseparent, who lives onsite and is responsible for supporting the houseparent and the students. Assistant houseparents do not have teaching responsibilities and are normally on duty in the afternoon.

9.2.3 House Assistant

Each house has an assistant who supports the residential team each morning. The house assistant helps to wake up students and prepare students for the day.

9.2.4 Tutor Team

Aiglon teachers are also assigned a house to serve as tutors. A tutor is on duty each week night and during weekends. The tutors are available to assist students to be part of the life of the house.

For more information about Aiglon's tutor programme see **12.1 Tutor Programme**.

9.2.5 Cleaning Staff

The school directly employs the cleaning staff who form an integral part of the house teams. Cleaning staff are assigned to each house to manage daily cleaning and upkeep.

9.2.6 House Student Leadership

The houseparent is responsible for nominating students into house leadership positions. Each house has a house captain, deputy house captain and sports captain. Houses may also nominate further leadership positions or co-captain positions as appropriate and needed.

For more information about student leadership see **3.3 Student Leadership**.

9.3 House Facilities

9.3.1 Student Rooms

The experience of learning to live with friends from a multicultural community representing many different countries and cultures is central to Aiglon's boarding ethos, and all students will change roommates throughout their time at Aiglon.

Most students share rooms with one to two others close to their age. Only Year 13 students holding leadership positions may have their own room. Students normally change rooms several times per year, ensuring a balanced mixture of roommates. Rooming assignments are managed by the houseparent considering student preference when possible.

All rooms are equipped with a bed (90x190cm), desk, space for clothes and safe for each student.

Over the school holidays, rooms must be completely packed away. Personal items must either be taken home, or stored in the limited student luggage space (**9.3.7 Luggage Storage**).

9.3.2 Duty Office

Every house has a centrally located duty office. This is where the on-duty staff teams are based and provide a central resource for students and visitors. Any visitor to the house should always first announce themselves at the duty office.

9.3.3 Common Rooms

All houses have a variety of common room spaces open to students. They include facilities such as televisions, gaming consoles, table games, etc. Houses also have outdoor terraces and other areas where students can spend time.

9.3.4 Kitchen

All houses are equipped with kitchen spaces containing essential appliances. The kitchens are regularly stocked with supplies for basic snacks and sandwiches to be used by the students. Croissants, fruit and biscuits are supplied daily for coffee and tea breaks. There is limited space for students to store food in communal refrigerator space, if required.

9.3.5 Bathrooms & Showers

Students share bathrooms and shower facilities. Depending on the house these facilities are either "en suite" or "hall" style. While shared, all facilities have private toilet and shower stalls.

9.3.6 Laundry

Laundry is managed centrally in the school and all students are assigned a laundry number by the Admissions Office upon joining. It is important that all items are clearly labelled with this number.

Student laundry is collected and returned to houses once per week. The school also regularly launders student sheets and towels.

All houses are also equipped with small laundry machines for students to access for small needs and emergencies.

9.3.7 Luggage Storage

All houses only have limited space to store student luggage. Students should not plan to store excessive personal belongings or luggage at the school.

This space is used to store student belongings during the school holidays.

9.4 House Routines

9.4.1 Staff Duty Rotas

Aiglon staff are scheduled in house 24/7 and a member of the house team is always available to support students. The staff on-duty rotates between the houseparent, assistant houseparent as well as the tutor team to ensure needed coverage and provide appropriate staff time off.

9.4.2 Check-In

All students must check in every time they enter or leave the house using the check-in screen. This allows the duty staff to always know where students are, and to react appropriately in case of emergency. This is in addition to formal attendance registrations taken throughout the day (**8.3 Attendance**).

9.4.3 House Access

Students have access to their boarding house throughout the school day. A student key opens that individual's respective boarding house. Students should not visit each other's houses without permission outside the specified free time.

9.4.4 Room Checks & Searches

Students are expected to maintain a high standard of cleanliness and are expected to keep their rooms neat and tidy. The house teams conduct daily room checks for tidiness. Merits or demerits may be given appropriately.

When there are reasonable grounds to do so, staff may also check and search rooms unannounced (with or without student permission or knowledge) in order to investigate suspicions of prohibited items or evidence of a serious offence.

SCHOOL POLICY REFERENCE: 4.8.280 Investigations, Room Checks and Searches

9.4.5 House Meetings

Every house has an evening "roll call" house meeting that students must attend. This serves as both a check-in and an opportunity to share house and school announcements. Day students should make every effort to be present at house meetings.

9.4.6 House Events & Outings

Special events organised or hosted by houses, as well as social outings are an important part of house social life. Students volunteer to host dinners, film nights or other competitions.

Several times per year the house go together for dinner or a special event off campus.

9.4.7 House Rewards & Conduct

In order to support community life houses establish a system of rewarding and supporting expectations in line with the school's overall approach to behaviour management. This may include specific house rewards and sanctions, including house demerits, laps or gating (**8.1 Rewarding & Supporting Expectations**).

9.4.8 Visits from Parents

Parents are welcome and encouraged to visit their children at appropriate times. Parents should always let the house team know about their visit. Upon arrival, parents must also announce themselves at the duty office and not go unaccompanied into student rooms.

If planning to also visit other areas of campus, parents should register as a visitor at Forbes Reception.

Parents are welcome to take their child out for a meal, but during the week additional friends are not permitted to attend, except in the case of a small birthday celebration. Parent should arrange these details in advance with the house team.

For information about exeats see **4.3.2 Exeat Overview**.

9.4.9 Receiving Parcels

All parcels are received through the school's reception, in Chalet Forbes, and can be collected during opening hours.

A member of School Council may open where there are specific concerns or suspicions over the possible content. If parents send parcels, they should be addressed to: Aiglon College, c/o [Student Name], Avenue Centrale 61, 1885 Chesières, Switzerland

9.4.10 Medical Needs

The distribution of medicine and prescriptions is tightly controlled and managed in conjunction with the Health Centre. Only house staff are authorised to distribute prescribed medication to students, and students must hand-in medication; medication is not permitted in student rooms.

The Health Centre manages planned medical appointments for boarding students. Those who wish to visit the Health Centre should coordinate an appointment through the house team. For day students, this is only for urgent situations.

The Health Centre team is accessible 24/7 by house staff, and nurses regularly visit the houses to support the house teams and manage medicines.

For further information about the Health Centre see **12.2 Health Centre**.

9.4.11 Passports & Travel

All student passports are securely stored by house staff in the duty office and should be handed in immediately upon arrival. Passports are distributed to students when required.

For further information about travel services see **12.10 Travel Services**.

9.4.12 Day Students in House

Day students are assigned a house and are fully part of the house community. Day students have key access to their house and are free to use the common room, kitchen and other shared house spaces. Houses have a dedicated space where day students are able to leave a few belongings.

Day students are welcome to be in the house in the evenings for prep and participating in shared adventures. Day students must arrange to return home by bedtime routines.



SECTION 10

CHARACTER EDUCATION

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10.1 Overview of Character Education

Aiglon's focus on character education is developed out of the school's founding ethos and commitment to holistic education. Aiglon understands character education to be both necessary and complimentary to what is typically considered "academic" or "classroom" education. It is understood to include all programmes, initiatives and offerings that help students to develop as well-rounded individuals beyond their academic pathways.

Character education at Aiglon ranges from the expeditions and mountain-top experiences to the engaging debates at the Model United Nations and diverse, international trips. The school believes that it is important to help students to find new areas of enjoyment and exploration while also encouraging them to develop new skills and take thoughtful, considered risks.

10.2 Expeditions

Aiglon expeditions are the comprehensive outdoor adventure education programme in which all students participate regularly throughout their time at the school. Students spending time in the local mountain environment is central to Aiglon's ethos and has been a feature of the school since its founding.

Expeditions provide developmental experiences which prepare students to excel in future life through an adventurous curriculum which is challenging, yet fun, offering life-long skills while fostering an appreciation of the natural world and showcasing the school's local environment. The expeditions programme is progressive, structured and builds on previous experiences. It allows students to expand and incrementally develop important outdoor and life skills.

The expeditions programme is designed to align to the school's Guiding Principles and its mission can be summarised through the five pillars of challenge, respect, responsibility, diversity and service.

Challenge: Authentic challenge in a supportive environment, tailored to empower every individual to reach their full potential.

Respect: Fostering a greater appreciation for self, others, and the natural environment through rewarding and engaging shared experiences that inspire effective collaboration and mutual understanding.

Responsibility: Cultivating creative, independent learners through purposeful experiences and reflection, fostering the judgment to evaluate risks and the technical proficiency for independent, safe adventures.

Diversity: Developing character through a structured adventure curriculum that harnesses the power of our inspirational Alpine environment to provide differentiated challenges tailored to individual experience, ability, and aspirations.

Service: Building a deep understanding of sustainability through real-world experiences, fostering a spirit of service, and developing ambassadors for the natural world who care for their communities and are kind to one another.

10.2.1 A Progressive Framework

The expeditions programme is designed around a progressive framework that supports students at whatever point they join the school. It balances challenge, breadth of experience, and specialisation, allowing students to build both transferable skills and discipline-specific expertise.

10.2.1.1 Wonder (Years 2 - 6)

The theme for Years 2 to 6 is wonder. This is developed as part of the expeditions programme with strong links into the wider curriculum. The primary objectives are to foster students' confidence in nature, develop their physical literacy and cultivate a genuine joy for mountain environments, culminating in the experience of standing on a mountain summit.

Weekend Expeditions: The weekend expedition programme scales as students grow:

Years 2–4: Students can join optional weekend expeditions on set dates.

Years 5–6: Weekend expeditions become a required part of the curriculum. Expeditions range from an art-themed expedition in the autumn term, to a winter snowshoe journey, followed by water sports in the summer. Students can pursue expedition awards by participating in the optional programme in addition to meeting their minimum requirements.

Mountain School: Mountain School is a cornerstone of the wonder curriculum, using the mountain environment as a living classroom to bring learning to life. It is delivered as part of the weekly timetable by the expeditions team in collaboration with the wonder years teachers, and uses an inquiry based learning approach.

Through these immersive, real-world experiences, students tackle big questions—such as how we impact the planet, why we study the past, and how we solve problems—all while developing core reading, writing, and mathematical skills in meaningful contexts. Mountain School creates a connected, adventurous approach to education that fosters curiosity, empathy, and a deeper understanding of the world. (See **6.2.2 Mountain School**).

10.2.1.2 Discovery (Years 7 - 9)

The Discovery Years shift the focus towards establishing a sense of place and building baseline outdoor competence. Year 7 guides students from local alpine summits, down through regional forests, and into underground salt mines, connecting physical geography directly with local history and weather dynamics. Year 8 serves as the culmination of all skills learned throughout the junior school, challenging students to test their abilities through the Competent Camper course and Navigation Award.

In Year 9, the expeditions skills framework is formally introduced. The framework ensures every student can learn and progress in a variety of outdoor activities, including ski touring, cross-country skiing, walking, camping, bushcraft, water sports and cycling.

Students move up through the difficulty levels by mastering specific, hands-on skills. For example, in ski touring, they will progress from learning basic safety codes, to mastering uphill kick turns, and eventually to executing timed avalanche transceiver searches. It is a structured way for students to track their personal growth and build confidence across multiple disciplines.

10.2.1.3 Exploration (Years 10 - 11)

Guided by the theme of exploration, students in Years 10-11 venture deeper into challenging alpine locations to build resilience, self-esteem, and group safety awareness within a supportive environment.

In the autumn term, Year 10 expeditions include summiting a mountain skyline peak and undergoing independent group leader training on an overnight expedition. During the winter term, single-day preparatory expeditions and a three-day Winter Long Expedition focus on safe and effective journeying using equipment such as snow shoes and touring skis. The summer term then puts these leadership skills to the test, assessing students against the Independent Group Leader criteria in the

expedition skills framework. To prepare for the end-of-term trip to Costa Rica, students also participate in water safety training and activities which encourage a commitment to protecting fragile natural environments.

Year 11 opens with an overnight expedition in a high mountain hut and continues with the theme of adventure as students have the opportunity to explore adventure sports disciplines such as caving, rock climbing, via ferrata, mountain biking and e-biking. The Winter Long Expedition centres on map work and route planning using real-time weather forecasts. Finally, the summer term offers a chance to further develop adventure sports skills before the entire year group celebrates their Exploration Years by summiting the peaks at Bretaye together.

10.2.1.4 Inspiration (Years 12 - 13)

For Years 12 and 13, the focus shifts to teamwork, leadership and self-reflection, leveraging the challenges and experiences of the outdoors as a testing ground to cultivate these vital skills.

The Year 12 autumn term includes an adventure leadership challenge, moving on to winter expeditions designed to foster independent decision-making. This builds towards the student-led Winter Long Expedition, which offers a high degree of autonomy under the supervision of professional mountain guides. The summer term concludes with a multi-day kayaking expedition along the Ardèche River: a much anticipated highlight of the Year 12 calendar.

Recognising the demanding academic and personal commitments of their final year, the expeditions programme for Year 13 is carefully balanced. Nonetheless, it continues to inspire commitment, serving as the ultimate stage for students to consolidate the full spectrum of their outdoor skills. The autumn term begins with an overnight journey to a glacier and high mountain hut, followed by a Winter Long Expedition designed to ensure students are fully capable of pursuing their chosen winter adventure sports independently after Aiglon. The year concludes with the three-day “Grad Ex”. This expedition for graduating students celebrates all they have accomplished and offers a moment to reflect on their own growth.

10.2.2 Required Expedition

Required expeditions are set out in the school calendar to guarantee that all students systematically progress through the foundational framework as a unified cohort. These experiences are structured to build directly on previous terms, creating a shared milestone for each year group.

10.2.2.1 Year Group Expedition

Each year group has a set of required expeditions each term (see **10.2.5 Minimum Requirements**), which focus on a different theme or outdoor skill. This means that students can grow and develop throughout the expeditions programme.

10.2.2.2 Long Expedition

Long expeditions take place during the winter and summer terms. Students and staff travel into the mountains by year group for three days, allowing for more in-depth outdoor experiences and extended wilderness journeys than a normal weekend expedition can provide.

10.2.2.3 House Spirit Days

Each house goes on expedition together during the autumn term. This weekend experience focuses entirely on team building, fun activities, and developing relationships as a house community while profiting from the local mountain environment.

10.2.3 Optional Expedition

Optional expeditions are offered as non-compulsory experiences that allow students to explore their personal interests, pursue expeditions awards, or simply spend time with friends doing fun and engaging activities. Students register for these options on a weekly basis.

10.2.3.1 Adventure Sports Expeditions

Activity expeditions are designed to develop a particular outdoor skill. Options are updated regularly and include specialisations such as dinghy sailing coaching on Lac Léman, mountain biking, e-bike journeying, and advanced adventure sports such as rock climbing, via ferrata, caving, or winter ski touring and ice climbing.

10.2.3.2 Independent Expedition

Senior students can work toward an Aiglon qualification of independent group leader. After passing their formal assessment, they are authorised to lead other senior students on a remotely supervised expeditions. The student group is expected to work together as a team and are completely responsible for charting their course, checking in with staff, pitching camp, and providing for themselves.

10.2.3.3 Duke of Edinburgh's International Award

The Duke of Edinburgh's International Award (the Award) is a non-formal education and learning framework supporting young people to find their purpose, place and passion in the world. In more than 120 countries, the globally recognised accreditation is available to all 14 to 24-year-olds, inclusive of all backgrounds, locations, cultures and abilities. Through the programme, each young person becomes part of something special while developing their individual interests, universal skills and life ambitions.

The award is progressive and has three levels - Bronze, Silver and Gold. Each level requires students to engage regularly and show commitment and progress in four elements: service, sport, skill and adventurous journey.

10.2.3.4 Skyline Expedition

Skyline Expeditions represent Aiglon's most challenging mountain experiences. The mountain peaks included in skyline expeditions represent an aspirational, progressive challenge that students can work towards throughout their time at school. They are divided into three types of expeditions: Skyline Summit Expedition, Skyline High Expedition, Technical Skyline High Expedition. Completing the required number of Skyline Expeditions results in achieving an Aiglon Skyline Award.

10.2.4 Expedition Awards & Recognitions

10.2.4.1 Progression & Technical Awards

Award Name	Target Cohort	Description & Criteria
Aiglon Navigation Award	Year 8	A structured navigation award focusing on foundational map competency, route plotting, and orienteering skills.
Competent Camper	Year 8	An expedition competency award given to students who have acquired the skills needed to spend a safe and comfortable night in the outdoors.
Independent Group Leader	Year 10 - 13	An advanced expedition leadership award for senior students who pass remote supervision and wilderness rescue criteria.
NICAS Climbing	Year 5 - 13	A progressive indoor climbing award scheme administered by the UK's National Indoor Climbing Award Scheme.

10.2.4.2 Commitment Awards

Award Name	Eligibility	Requirements
Marmot	Year 5 & 6	Awarded for completing four expeditions in a single term.
Eagle	Year 6	Awarded for having gained a Marmot each term in both Years 5 and 6.
Bouquetin	Year 7 - 13	Awarded for completing five expeditions in a single term.
Golden Eagle	Year 7 - 13	Awarded for gaining a Bouquetin in six terms between Years 7-11.
The Chamois (Girls) The Goat (Boys)	Year 9 - 13	Awarded each term to individual students for outstanding achievement in expedition.

10.2.4.2 The Aiglon Skyline Awards

Award	Requirements
Bronze Skyline	Summit four skyline peaks, at least one must be a skyline high expedition peak.
Silver Skyline	Summit eight skyline peaks, at least two must be skyline high expedition peaks.
Gold Skyline	Summit twelve skyline peaks, at least four must be skyline high expedition peaks.

10.2.4.3 The Duke of Edinburgh's International Award

Award	Requirements
Bronze Award (over 14 years old)	At least 6 months minimum participation required. The Adventurous Journey is two days and one night; average of six hours of purposeful effort per day; minimum 12 hours of purposeful effort in total;
Silver Award (over 15 years old)	At least 12 months minimum participation required (or 6 months if a Bronze Award holder). The Adventurous Journey is three days and two nights; average of seven hours of purposeful effort per day; minimum 21 hours of purposeful effort in total
Gold Award	At least 18 months minimum participation required (or 12 months if a Silver Award holder). The Adventurous Journey is four days and three nights; average of eight hours of purposeful effort per day; minimum 32 hours of purposeful effort in total. Gold Award participants must also complete a Gold Residential Project.

10.2.5 Minimum Requirements

All students are expected to complete a minimum number of expeditions each term. The requirements vary by year group and are detailed below.

		Autumn		Winter		Summer		
		Overnight (1 Night)	Day	Day	Long Ex	Day	Overnight (1 Night)	Long Ex / ADT
Junior	Year 2 - 4	-	-	-	-	-	-	-
	Year 5 & 6	2	1	2	1	-	2	1
	Year 7	2	2	2	1	-	2	1
	Year 8	2	2	2	1	-	2	1
Senior	Year 9	1	2	2	1	-	2	1
	Year 10	1	2	2	1	1	1	1
	Year 11	1	2	-	1	2	-	-
	Year 12	1	2	2	1	1	-	1
	Year 13	1	1	-	1	-	-	1

10.2.6 Signing Up for Expeditions

Required expeditions are set out in the school calendar. For optional, independent, activity or service expeditions students register weekly. Options for each year group are emailed to students at the beginning of each term and are also shown in SOCS. Parents can view the expedition calendar on Aiglon Connect.

10.2.7 Staff Qualifications

Aiglon's team of expeditioners include individuals with extensive outdoor qualifications, including International Mountain Leader and mountain guide qualifications. As needed, the school also regularly engages qualified local mountain guides who are experts in navigating the local terrain.

10.2.8 Managing Risk

Every expedition is fully risk-assessed. The expeditions staff regularly undertake reconnaissance on the trails and areas used in the expedition programmes ensuring an up-to-date familiarity with the locations and conditions.

Aiglon's expeditions programme has been externally assessed and received guidance from Adventure Activities Licensing (AALA) criteria, the UK standard for outdoor activities.

10.2.9 Typical Expedition Timings

Type of Expedition	Estimated Depart	Estimated Return
Required Overnight	Saturday, 09:00	Sunday, 12:00
Skyline - High	Saturday, 09:00	Sunday, 17:00
Day	09:00	16:00
Sailing & Watersports (Seniors)	09:00	13:00
Sailing & Watersports (Juniors)	12:00	16:00
Mountain Biking (Adv.)	09:00	12:00
Mountain Biking (Intr. / Intm.)	13:00	16:00

10.3 PE & Sport

Developing competency and skill in physical activity and competition is a key component of a holistic education and all students are expected to participate in Aiglon's PE and sporting provisions.

Physical Education (PE) is a timetabled subject for students in Years 2 to 11.

Students also have the opportunity to participate in sporting activities through the regular activities programme, by joining a sports team or through interhouse competitions.

10.3.1 Sport Activities

A full list of available sport and adventure activities is in **10.5.4 Weekend Activities**.

10.3.2 Competitive Sports

Aiglon offers a range of competitive team and individual sport offerings, including:

Sport / Team
Athletics
Badminton
Basketball
Climbing
Cross Country
Football
Golf
Mountain Biking
Netball
Skiing
Tennis
Volleyball

10.3.2.1 Team Categories

Larger teams are divided up into categories based on age or proficiency. These are labelled as Category A - F. (A being the oldest and F being the youngest.) Alternatively, teams are categorised as "under" certain ages. Therefore, the U16 is comprised of students under 16 years old.

CAT A	Seniors	U19
CAT B	High School	U16
CAT C	Middle School	U14
CAT D	Junior School	U12
CAT E	Juniors	U10

10.3.2.2 Leagues

The school is part of several sporting leagues or associations that form the basis for competing against other schools in Switzerland or internationally. These include:

Name	Description
SGIS Swiss Group of International Schools	The primary association of Swiss international schools through which Aiglon competes in sport.
MLS Mountain, Lake Schools	An regional association of international schools allowing easy travel and more local competitions.
FIS International Ski Federation	Some of Aiglon's high performance ski racers work to gain points through FIS-approved competitions.
MCFC Manchester City Football School	Thanks to the school's partnership with Manchester City Football Club
ISSC International Schools Sports Council	The ISSC is a European school's group, with annual competitions in football, basketball and volleyball.
ADISR Schools in French-Speaking Suisse	A league of international school located in French-speaking Switzerland that compete in a range of sports.

10.3.2.3 Fixtures

Fixtures are when Aiglon teams compete against other schools. Most fixtures take place against other international schools in Switzerland, but the school teams also have the chance to travel internationally to compete.

Fixtures are published in the school calendar and are available in SOCS. Results are also published in SOCS.

10.3.3 Off Sport

A student is marked off sport in cases of ongoing injury or illness. This is managed through Aiglon's Health Centre. Being off sport does not excuse a student's presence from the lesson. The student must report to the lesson in the correct kit and follow the relevant instructions. Special provisions are made in situations where this is not possible due to the nature of the injury or illness. As appropriate, the Health Centre and house teams may help students develop a rehabilitation programme.

10.3.4 Interhouse Sport Competitions

One of the primary forms of competition at Aiglon are the school's series of interhouse events, when houses compete against one another toward the interhouse cup. Interhouse sporting competitions include a range of sports that students work together as a house. The competitions are well attended and an excellent opportunity to show house spirit.

10.3.5 Fitness Suites

The school's fitness suites are a central part of the PE and sports provision. They are also open to students during free periods, after school, in the evening and on weekends. Fitness suites are located in the Tony Jashanmal Sports Centre and Exeter and are open for supervised use. Before using the equipment independently, students must receive an induction session to ensure their safety and proper use of the equipment.

10.4 Skiing & Snow Sports

Skiing and snow sports are central to the Aiglon experience throughout the winter term. Whether at a beginner or advanced level, all students are expected to ski multiple times per week. All sessions are designated learning experiences; students are expected to work hard, and instructors are there to actively teach and progress their skills.

10.4.1 Winter Sports Disciplines & Progressions

Aiglon's winter curriculum tracks development through formal Swiss Snow Academy progressions. Students can participate in several specialised pathways based on their skill tracks:

10.4.1.1 Winter PE Programme

Students are grouped by ability and ski with peers of similar standards. All students are instructed by local, professionally trained ski school instructors. Ski groups are fluid rather than fixed; movement between sets occurs throughout the term based on ability levels, attitude, and a student's potential to improve. To ensure accurate placement, all new students undergo a formal ski assessment during their first week.

In addition to ski lessons, students also have the opportunity to explore various ski disciplines, including snowboarding, freestyle skiing, and ski touring.

Freestyle: Includes Introduction to Freestyle or Advanced Freestyle. (Note: Advanced Freestyle requires explicit parental consent).

Snowboard: Offered across Beginner Snowboard and Intermediate/Advanced Snowboard tiers.

Senior Tracks (Years 12 and 13): Older students may opt into specialised pathways, including the Introduction to Ski Instruction (focusing on advanced technical skiing and teaching methodologies) or the All Mountain Group (focusing on Freeride, backcountry ski touring, and telemark).

10.4.1.2 Competitive Snow Sports

The competitive ski programmes are designed to cater to all abilities, from beginners discovering the slopes to advanced skiers perfecting their technique for high-level competition.

Junior Academy & Development Squad: Training three times a week with added workshops on ski tuning and sports psychology.

Performance Programme: Training four times weekly, with over 28 days of pre-season snow at renowned Swiss resorts.

Full-Spectrum Approach: Students learn essential skills like equipment care, mental preparation, and resilience while benefiting from world-class facilities.

10.4.2 Responsibility & Safety Procedures

10.4.2.1 Ski Station Access & Timings

All students, except beginners, travel independently to the telecabine and ski to their designated meeting place. After checking in with staff, students meet their ski instructor and begin their session once everyone is present. At the end of each session, students are registered and checked off the mountain. First time skiers and beginners access the ski slopes at Bretaye via the train. They are driven to the station and collected at the end of their session.

To ensure groups depart on time, students must plan their preparation according to the following schedule:

40 minutes before lesson start: Leave the Aiglon campus and head toward the lockers.

30 minutes before lesson start: Arrive at the telecabine lockers and put on ski boots.

15 minutes before lesson start: Last call to board the telecabine. Students arriving after this window will miss the lift, and the ski group will depart without them.

5 minutes before lesson start: Students must already be fully signed in with Aiglon teachers and standing ready with their designated ski group.

10.4.2.2 Skiing Rules & Accident Procedures

A student briefing at the beginning of each winter season provides students with information on skiing rules, etiquette, correct kit, emergency procedures, etc. Students are always under staff or instructor supervision and no students are permitted to ski alone. Helmets must be worn at all times.

10.4.2.3 Accident Inquiry

Accidents are rare, but when they occur, they are investigated to establish cause and responsibility. Significant near misses are also reviewed to minimise future risks. The school maintains a log of all accidents and near misses.

10.4.3 Ski & Equipment Rentals

Students are expected to hire skis, ski boots and poles each season. The hiring process is overseen by an accompanying member of staff; the student, local vendor and staff sign an itemised invoice. The rental should cost no more than CHF 700. Students wishing to purchase additional accessories can do so up to CHF 300. The maximum billed to a student's account should not exceed CHF 1,000.

For ski racers with two pairs of skis, total costs may be higher. Parent permission is required for any amounts exceeding CHF 1,000.

The school recommends against most students purchasing skis or boots for the season. However, students wishing to anyway will need to pay for these by their own means (i.e. cash or bank card).

Any further ad hoc purchases will require a signed bon (see **13.1.1.4 Bons**) or be purchased from the School Shop (recommended). Purchases over CHF 400 require parent authorisation.

The packing list for skiing and snow activities equipment is in **16.5.5 Ski Equipment (All Years)**.

10.4.4 Ski Pass

The school uses the regional pass called the Magic Pass to access a variety of local ski stations. The school purchases this pass for all boarding students as part of the school fees. Day families are responsible for purchasing this pass each year.

The ski pass is personal, and students should not trade passes. Any lost passes should be reported. A photograph is automatically captured every time a pass goes through a lift barrier. These photos are closely monitored by the lift company; if fraudulent use is suspected, they will block and withdraw the pass immediately.

Any unauthorized use of a Magic Pass will result in the immediate withdrawal of the pass, a mandatory fine/contribution to verification costs of CHF 20, and retroactive charges billed to the abusive user for any fraudulent days used.

10.4.5 Ski Lockers

All ski lockers are explicitly assigned at the start of the winter term and remain permanent for the season; students are not permitted to switch lockers. Only one pair of skis per person may be stored inside the locker facility; any additional or alternative pairs must be kept back at the house. Lockers are divided into two facilities based on house and group allocations:

Aiglon Ski Lockers: Utilised by boy's houses, ski racers, and day students. These lockers are opened via the SALTO electronic key system.

Dätwyler Lockers: Utilized by girl's houses and junior school. These lockers are programmed to open directly via the student's Magic Pass.

10.4.6 Weekend Ski Programmes

Optional weekend ski sessions run throughout the winter term to allow students to access additional instructor-led training or recreational ski opportunities. Students must sign up weekly if they wish to participate.

10.4.6.1 Senior Weekend Programme (Years 9 - 13)

The Senior weekend programme operates on both Saturdays and Sundays.

Weekend Lessons: Students can sign up weekly for supplementary group lessons led by professional ski instructors across Beginner, Intermediate, Advanced, and Snowboarding levels. These lessons run in two time slots: 11:00–13:00 and 13:00–15:00.

Social Skiing: Students may choose to ski with friends in small peer groups of 3 to 6. This track operates under remote staff supervision on the pistes and requires excellent behavioural records, appropriate ability levels, and regular scheduled staff check-ins. Students must obtain formal approval from the PE staff weekly to join the social skiing option.

Mountain Lunch: Senior students have the option to stay up on the mountain and purchase lunch at Crumbs. Students must bring their own money. While staff supervise the venue, students are welcome to sit and eat with friends. Social skiers may coordinate to meet up with friends who are finishing morning lessons for lunch, after which they can either sign out to return to their house or continue social skiing in the afternoon (if approved).

Weekend Race Training: The competitive race programme runs independently from the standard weekend schedule. While students can express interest in extra race training, attendance is subject to a formal invitation.

10.4.6.2 Junior School (Years 5–8)

The Junior weekend ski programme is available exclusively on Sundays. Junior students can sign up weekly for instructor-led lessons covering Beginner, Intermediate, Advanced, and Snowboarding tracks. These instructional blocks run from 11:00–13:00 and from 14:00–16:00.

10.4.7 Communications

All programmatic announcements, locker assignments, weekly weekend sign-ups, and updated ski group listings are managed and stored via Google Classroom. Students are expected to check their designated ski classroom stream regularly for real-time updates. For any direct programmatic questions, logistical queries, or parental notices, families should contact the department directly.

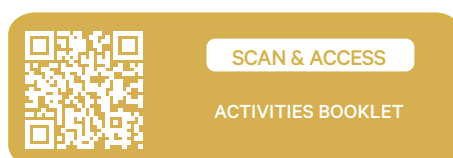
10.5 Activities

Aiglon's comprehensive weekday and weekend activities programme offers a range of learning opportunities for students to develop skills and build experiences, allowing them to follow their passions while encouraging them to also try something new.

Activities help to build friendships, teamwork, resilience and leadership in a natural and engaging way. These activities contribute powerfully to the holistic development that defines Aiglon's educational philosophy.

10.5.1 Weekday Activities

Activities are scheduled every afternoon and into the evening. See **The Aiglon Day** (inside back cover) for specific timings. The specific activities offered may vary per term and year based on interest, availability, weather, etc. but each activity is categorised to connect with the school's Guiding Principles while offering a range of holistic opportunities. This includes: Academic & Intellectual Development, Interculturalism, Community Service & Engagement, Environmentalism, Sport/Adventure, Art & Drama, Music, Health & Wellbeing, Innovation & Entrepreneur.



10.5.2 Weekday Activities Sign-Up

Students can sign-up for weekday activities at the beginning of each term. The confirmed schedule with times and details is available for parents to view in Aiglon Connect.

10.5.3 Creativity, Activity, Service Reflections

Creativity, Activity, Service (CAS) is a required core component of the IB Diploma. Students participating in activities are required to write reflections on a number of their activities to complete the IB requirements. The IB requirements relate to reflection, not participation in the activity. For more information about the IB requirements see **6.5.1.1 IB Core**.

10.5.4 Weekend Activities

Weekend activities provide students with a range of opportunities. Activities include skiing/snowboarding, mountain biking, expeditions, sports tournaments, interhouse competitions, cultural visits, city trips, shopping excursions, cooking activities and evening social events. Students can participate in academic support sessions and academic opportunities, including events such as Model United Nations (MUN), alongside service activities that encourage engagement with the local and wider community.

Campus facilities are also available for student use. The weekend programme is supervised by boarding and teaching staff and is available to students according to year group. Activities are communicated in advance and students sign up during the week.

10.6 Trips & Visits

Every Aiglon student has the opportunity to go on at least one trip per year, and some students choose to go on more. Whether this is in Switzerland, further afield in Europe or around the world, each school trip or visit seeks to further student learning in a way that is only possible through the unique experience of travel.

Some school trips are built into the curriculum and link closely to academic learning, while other trips may focus on adventure and challenge or service opportunities.

10.6.1 Types of Trips

10.6.1.1 Cultural Learning Experiences (Autumn Term)

Aiglon has a long tradition of embarking on what are called Cultural Learning Experiences (CLEs). All students participate in a CLE in October before the autumn half-term holiday. These trips provide students the opportunity to visit key destinations around Switzerland or Europe, with a distinct cultural focus for each cohort.

In Years 5-9 students focus on different destinations in Switzerland. These destinations include cultural activities and provide an important introduction to Switzerland's place in the centre of Europe and its own linguistic and cultural diversity.

For the older year groups, the destination cities are then selected based on language with students in Year 10 visit French-speaking, Year 11 German-speaking, Year 12 Italian-speaking cities. In Year 13, students then travel further afield to European cities.

Trip	Year Groups	Registration	Announced	Departs	Length
CLE	All	Not Required	January	October	3-4 Days

10.6.1.2 Discovery & Exploration Trips (Summer Term)

The Aiglon Discovery & Exploration Trips (ADT/AET) take place in the summer term. The aim is to punctuate the curriculum in a real-life context. They offer an opportunity for students to build on their learning in the classroom, and to acquire independent learning skills through practical experiences and activities in new surroundings. The trips may vary but students go on extended adventures to places like space camp in the USA, conservation in Costa Rica, sailing in Greece or trekking in Morocco.

Trip	Year Groups	Registration	Announced	Departs	Length
ADT	7-9	Not Required	December	May	8-10 Days
AET	10	Not Required	December	May	8-10 Days

10.6.1.3 Service & Experience Trips (Autumn & Winter Terms)

Experience Trips are scheduled over the autumn half-term holiday or at the end of the winter term. They are supplementary to the core curriculum. However, occasionally students may opt for one of these trips instead of a core excursion such as a CLE. These trips go to diverse locations around the world and may focus on specialist skills like scuba diving, service initiatives. These trips may also take place partly over school holidays. Normally Experience Trips have an additional cost.

Trip	Year Groups	Registration	Announced	Departs	Length
Autumn Service & Experience	9-13	Required	November	October	8-10 Days
Spring Service & Experience	9-13	Required	September	March	8-10 Days

10.6.1.4 Academic Trips (All Terms)

Academic trips take place throughout the school year. They are shorter, focused trips that support student classroom learning through practical experience. Throughout the year students may have the opportunity to go on trips around Europe related to language study, music, art and drama or focused visits to places in Switzerland like CERN or technology and sustainability conferences.

Trip	Year Groups	Registration	Announced	Departs	Length
Academic Trips	Varies	Required	Varies	Varies	2-3 Days

10.6.2 Trip Practicalities

10.6.2.1 Registering for Trips

Core curricular trips (like CLE or Discovery trips) do not need to be registered for and there are no extra costs associated with the trip itself. Other experience trips have limited space, require advance registration and may have additional costs.

Students are invited to express interest for the optional trips at the beginning of each year. Some trips require an application and selection procedure. For international trips requiring extra costs, parent authorisation is also required.

10.6.2.2 Visa Trip Requirements

For more information about visas and travel services see **12.10 Travel Services**.

10.6.2.3 Assessing Risk & Travel Advisories

International travel is a key component of the Aiglon educational experience. However, it is imperative that students and staff are always safe and that appropriate levels of risk are managed and considered carefully before and during the trip. The school and trip leaders monitor international travel warnings and government travel advisories. Trips may be cancelled or adapted if destination conditions are deemed unsafe. Where necessary, staff also carry emergency satellite cell phones.

10.6.2.4 Vaccination Requirements

Depending on the trip destination, extra vaccinations may be required or recommended for travel. This will be communicated to parents and the school's Health Centre will arrange any needed vaccinations for students. Parent should always check that vaccinations are up to date.

10.6.2.5 Trip Communication

Students are briefed on the destination before departure and reminded of relevant cultural considerations and provisions.

Parents are provided with the trip leader's contact details in case of emergency. For larger trips, trip leaders will offer a parent briefing online to go through the itinerary, explain the trip purpose and to answer any questions or concerns.

10.6.2.6 School Rules on Trips

While school trips provide an opportunity unique experiences and a different routine, this means that the consistent application of school rules, and any further directives by the trip leader, are critical to support student safety and the shared experience. All school rules and student expectations therefore apply equally on trips as on campus.

10.7 Local Community Engagement

Aiglon is dedicated to nurturing responsible global citizens who recognise the impact of local community engagement. The school guides students to explore their immediate environment, draw comparisons with their own communities, and embrace the power of giving back. This commitment is embedded in the student programme through a variety of initiatives.

10.7.1 Local Community Based Activities

Students have the opportunity to engage in a range of weekday and weekend activities which focus on community service and engagement. These activities are made meaningful through the long-standing relationships that Aiglon has built with numerous local organisations such as a foodbank, local nursery school and refugee centre.

10.7.2 Community Learning Week

As part of the Pre-IB course (**6.4.2 Pre-IB (One Year Programme)**), Year 11 students participate in Community Learning Week during the winter term. The week involves volunteering at organisations in the neighbouring area and raising funds for local charities, supported by staff from across the school.

The experience gives students a chance to learn about challenges faced in the local community, reflect on similar issues in their home communities, and work together to explore and develop solutions. It is also an important opportunity to communicate in French. The week culminates in a dynamic *viva voce*, where students present their findings to peers, teachers, and local community leaders.

10.7.3 Elderly Lunch

The elderly lunch is a long-standing school tradition. Each term a group of student volunteers to work together to help host a lunch for senior citizens in the local community. This provides an opportunity for students and staff to engage in an appreciated act of service and community outreach.

Students serve the guests with a meal prepared in conjunction with the School Restaurant as well as participate in entertainment such as music and dancing.



SECTION 11

CREATIVE ARTS

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11.1 Programme Overview

Aiglon's Creative Arts Faculty includes three key departments: music, visual arts and drama. Participation in the creative arts is encouraged and open to all students regardless of age and formal academic tracks.

11.1.1 Music

Music is at the heart of the school's daily life. From regular singing assemblies to the House Shout, all students are encouraged to find their place in musical expression. Shared musical experiences and many opportunities to engage with music through the year is central to Aiglon's creative ethos (see **11.3.4 Regular Singing Events**). Opportunities include events organised by SGIS (Swiss Group of International Schools), giving access to a broader community of musicians and teachers.

11.1.1.1 Instrument Programme

Learning an instrument is an integral part of Aiglon's music curriculum. Instrumental music lessons are scheduled for students across numerous year groups as part of the school's regular programme. Beyond this, private lessons may also be booked (see **11.2 Creative Arts Private Lessons**) for students across the creative disciplines.

Year Group	Musical Instrument Provision
Years 2 - 4	Individual piano lesson once per week
Years 5 - 10	Individual orchestral instrument once per week Participation in orchestra practice once per week

11.1.1.2 Associated Board of the Royal Schools of Music (ABRSM)

The ABRSM is a globally recognised music education authority and examination board that provides a structured, progressive framework for graded musical assessments and diplomas. At Aiglon, this curriculum allows students to systematically develop their instrumental and theoretical skills. Through dedicated study and private tuition, students work towards achieving ABRSM qualifications. Students may also be entered for RSL Awards. RSL (Rockschool Ltd) is a leading international awarding organisation that offers qualifications in Music, Performing Arts and Creative Industries subjects.

11.1.1.3 All Steinway Status

As the first accredited All-Steinway School in Switzerland, Aiglon provides students with exclusive access to Steinway & Sons pianos across all academic classrooms, practice rooms, and boarding houses. Major performances and formal recitals take place in the Moghadam Campus Hub using a flagship Steinway Model D concert grand piano.

11.1.1.4 Practice Spaces

The Music Department is home to six dedicated practice spaces as well as two teaching classrooms, a mixed performance space and a recording studio. Music students are able to take advantage of these spaces both during the teaching day but also in evening sessions for extra practice time.

11.1.2 Visual Arts

Visual Arts encourages students to visually interpret and share their diverse perspectives. Through public exhibitions and collaborative studio sessions, the role of visual arts in Aiglon's campus culture goes beyond academic work to help the community explore deeper questions of art and beauty.

11.1.2.1 Visual Arts Curriculum & Pathways

The Visual Arts curriculum focuses on technical skill development alongside critical and analytical thinking across various artistic disciplines. At the IB Diploma level, coursework is tailored to meet individual student learning objectives, preparing candidates for entry into global higher institutions.

11.1.2.2 Studio Access and Open Art Sessions

A year-round co-curricular programme supports academic development, portfolio building and independent creative practice. Students may access the art studios during designated evening hours to work independently and refine their projects outside of scheduled class time.

11.1.2.3 Exhibitions and Competitions

Students have opportunities to participate in scheduled exhibitions and regional or international competitions to benchmark their work against global standards. Regular competitive events include those organised by SGIS, COBIS, and BIS.

11.1.2.4 Art Expeditions and Gallery Visits

The department coordinates structured cultural trips and gallery visits throughout the academic year. These excursions are directly integrated into the academic coursework, and students must attend all planned trips associated with their specific level of study.

11.1.2.5 Visual Arts Facilities and Equipment

All instruction, practical work, and exhibition preparation take place within the school's specialised, professional-grade Visual Arts studios. Students are granted access to specialist equipment and materials under the supervision of faculty.

11.1.2.6 Portfolio Development and Career Guidance

Students preparing applications for art-related higher education programs receive structured, individual guidance from faculty. This support is designed to assist students in the creation, refinement and finalisation of their art portfolios for university admissions.

11.1.3 Drama

The Drama Department brings students together through collaborative performances, creative expression and shared artistic achievements. School productions serve as central community events that offer the school a shared cultural experience.

11.1.3.1 Productions

Each year the Drama Department invites students to audition for either the annual senior or junior school production each year. With consistently high levels of performance and production, the school recognises regular drama performances as a key component of the creative arts experience, and the Drama team take pride in preparing students for these theatrical offerings.

11.1.3.2 Academic Offerings

All students from Year 5 - 9 receive one lesson of Drama per week throughout the year. For IGCSE Drama and IB Theatre Arts (both Standard and Higher Level) , students can choose to study the subject more intensively.

11.1.3.3 London Academy of Music and Dramatic Art (LAMDA)

Individual and small-group private lessons are available to students through the internationally recognized LAMDA (London Academy of Music and Dramatic Art) programme. Families wishing to enroll students in these private sessions must coordinate registration and billing through the Drama Department.

11.1.3.4 Production Support

Students may participate in essential behind-the-scenes roles to support both Junior and Senior School Productions. Non-performing students are encouraged to join dedicated co-curricular activities focused on make-up, costume, prop-making and technical support such as audio-visual.

11.1.3.5 Drama Workshops & Trips

The Drama Department organises educational excursions to professional theatre productions within Switzerland. Additionally, international drama companies are regularly invited to campus to conduct specialised theatre workshops for senior students.

11.2 Creative Arts Private Lessons

Beyond the provisions for creative arts as part of Aiglon's curriculum, many students also register for private lessons across the areas of music, drama and dance. This can be an opportunity to further develop or learn a new discipline.

The Music Department manages private lessons across the creative arts.

11.2.1 Available Lessons

List of available lessons across areas: dance, speech and drama, voice and a full range of musical instruments.

11.2.2 Lesson Cost

The cost of private music lessons is listed in the Financial Information Booklet. See **5.5.3 Financial Information: Tuition & Fees**.

11.2.3 Signing Up for Lessons

Parents receive a form at the start of each academic year to sign up for private lessons. Students may also sign up during the academic year with parent permission. There may be a waiting list for popular instruments.

11.2.4 Timetabling Lessons

Lessons are scheduled each week and care is taken to consider other school activities so that students are not timetabled for lessons they will not be able to attend.

Year 12 and 13 students have lessons timetabled into their free periods. All other students have lessons rotate throughout different school periods so that students do not always miss the same academic lesson.

Updated timetables are issued week. House teams display the timetables in house and help to remind students. These timetables are available through Aiglon Connect and on student's individual calendars.

11.2.5 Payment & Queries

Parents are charged for lessons attended by students or for lessons missed without notice or a valid reason. In case of questions, parents should contact the Music Department.

11.2.6 Missed Lessons

A student must give notice at least 48 hours in advance to miss a lesson. Otherwise, the private lesson will be charged. For Monday lessons, notification can be given on Saturday.

Staff will seek to contact a student who is late for a lesson.

If a student misses a private lesson without notice and/or without good reason the student will receive a demerit. If a student misses more than two lessons without notice, the student will receive a lap, be required to meet with the Head of Music and parents will be informed.

Students should proactively check their weekly calendar for music lessons and report any clashes to the Music Department.

11.2.7 Practising

Private lessons teachers will recommend a regular practice routine. For music, a beginner/intermediate student should practice for at least 20 minutes every day. Supervised evening practice sessions in the Music Department are also available. Students may practice their instrument in house.

11.2.8 Stopping Lessons

To stop lessons, a term's notice is required. If not continuing a lesson into the next academic year, parents must provide written notice to the Music Department before the end of the summer break. Otherwise, lessons will continue as usual in the following year.

Year 11 and 13 students are encouraged to continue private lessons during the period of external exams. However, by default the lessons are suspended unless the student requests otherwise.

11.2.9 Reports

Students in private lessons receive reports on the same cycle as the main academic reports.

11.3 Creative Arts Performance Opportunities

11.3.1 Autumn Term

Event		
School Musical/Play	The Gathering	Prize Giving
Junior School Concert	Piano Recital	Steinway Concert
Carol Service	Elderly Lunch Recital	Senior Karaoke
Jazz Concert	Music Video Recording Sessions	
Charity Carol Singing	SGIS Choral Festival	

11.3.2 Winter Term

Event		
Instrumental Recitals	House Shout	Music Video Recording Sessions
Aiglon Rocks	SGIS Battle of the Bands	Junior Karaoke
Year 11/13 Performance Recordings	Local Hotel Piano Recital	
Senior School Music Exam Performances	SGIS Orchestral Festival	

11.3.3 Summer Term

Event		
Junior School Musical/Play	Music Video Recording Sessions	Piano Recital
The Scattering	Community Learning Week Concerts	Prize Giving
Local Hotel Evening of Music		

11.3.4 Regular Singing Events

Event	Frequency
Assembly Performances	Once per week
Singing Meditation	Once every other week
Junior Singing Meditation	Once per week
Junior Chapel Services	2-3 times per term

11.4 Aiglon Society of the Arts

The Aiglon Society of the Arts is an initiative developed in conjunction with the Creative Arts Faculty to cultivate artistic expression. The Aiglon Society of the Arts is committed to bringing world-class, unique creative talent directly to the school and the local region. This initiative integrates with the wider curriculum to elevate creative arts programmes, giving students direct exposure to professional performers while strengthening cultural ties with the surrounding community.

The school hosts between five and six performances each year, with tickets made available for free to both the school community and the wider, local public. All guests must reserve tickets in advance.

The school often collaborates with the performers to also offer student workshops and other experiences that expose students to world-class performing talent.



SECTION 12

STUDENT SUPPORT

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12.1 Tutor Programme

Each student is paired with a teacher, who acts as their dedicated tutor to help foster balanced development in line with the School's Guiding Principles. Tutors offer guidance and support, addressing any challenges students may face. They also provide advice to students and their parents on important educational matters.

Each tutor is assigned a house, where they work regularly and get to know the students.

Tutors should be a parent's first point of contact for individualised questions about student progress and development. As needed, the tutor will bring houseparents or teachers into the conversation.

For more details about parent communication see **5.3 School Communication Channels**.

12.1.1 Tutor Groups

A tutor works with a small group of students who are all in the same house. Once per week, these students and their tutor meet. This regular check-in is an opportunity for tutors to share important information with students and for students to ask questions or seek guidance from their tutor.

12.2 Health Centre

Aiglon's Health Centre is located on campus in Chalet Prés Vallon. The Health Centre is managed by the Associate Director of Nursing and the Associate Director of Health Care Services. A team of qualified nurses provide 24/7 care.

The team is committed to a positive, holistic and multidisciplinary approach that exemplifies the values of healthy living expressed in the school's Guiding Principles. They provide medical care and coordinate external medical appointments working with a range of local doctors and specialists.

12.2.1 Appointments

12.2.1.1 Scheduled Appointments

A student wishing to schedule an appointment should be referred by their house team or teacher.

12.2.1.2 Drop-In Times

Any student is welcome to visit the Health Centre unannounced during the regular drop-in times. These times allow students to seek advice or consultation directly with the health centre team.

12.2.1.3 Referrals

Students are referred as needed to local specialists or hospitals. Local partners include general practitioners, paediatricians, nutritionists, physiotherapists and providers of natural remedies.

Students with a referral to local doctors walk to the village for appointments. If immobile, too sick or young, a staff member or taxi provides transportation. A responsible adult will accompany junior students and whenever language problems or complexity of the case requires it.

Any charges incurred will be applied to the student's account.

12.2.1.4 Parent-Arranged Appointments

In order to provide the best possible care to boarding students and to coordinate schedules, the Health Centre should be kept informed of all medical appointments and treatments.

Parents are requested to make all routine and non-urgent medical appointments outside term-time. Any absences due to medical appointments may impact a student's attendance record.

12.2.2 Medication

Access to medication is strictly controlled by the Health Centre, in conjunction with house teams. Prescribed medication is dispensed by house staff on a dose-by-dose basis. Medication brought to school must be accompanied by the written prescription in French or English and in the student's name. The medication must be handed in to the house team, who will record it with the Health Centre and administer it accordingly.

Parents must inform the Health Centre of any changes in boarding or day student medication alongside an accompanying doctor's letter that includes necessary medical details.

Each house also has a supply of over-the-counter medication and natural remedies.

Student misuse of medication is subject to disciplinary action.

12.2.3 Health Records

A student's health record is compiled from the information on the health certificate completed by families prior to the student's arrival at Aiglon. It is, therefore, essential that the Health Centre be notified at the start of each term if a student has received any medical treatment during the holidays, so that records can be updated. This information is used when students are away on trips, expedition or sports fixtures. All medical information is treated as strictly confidential.

12.2.4 Vaccinations

The school requires all students to provide a copy of health immunisation records prior to joining. This information is kept as part of the student's health record.

Immunisations should be kept current for the health and welfare of all students.

SCHOOL POLICY REFERENCE: 4.8.320 Student Health & Wellbeing

12.2.5 Returning to School After Illness

Students must be fever-free for 24 hours without medication and feel well enough to actively participate in school activities before returning. For highly contagious illnesses like gastroenteritis or chickenpox, specific return criteria apply, such as being 24 hours free of symptoms or spots.

The same protocols apply for day students. Parents are expected to inform the school about the nature of the illness to help guard against further transmission.

12.2.6 Confidentiality

Aiglon's Health Centre abides by professional codes of conduct. Confidentiality is maintained by the Health Centre team and relevant student medical information is shared with other staff on a need-to-know basis.

12.3 Counselling

12.3.1 Overview of Counselling Services

School counselling is an integral part of Aiglon's approach to wellbeing and a service that is open to all students. At Aiglon, we emphasise seeking support as a sign of strength. Aiglon's school counsellors promote student success by providing preventive services, responsive individual and group counselling, and co-coordinating a comprehensive programme that addresses personal and social development for students.

12.3.2 Counselling Meetings

The counsellors meet with students individually, providing them with a confidential and safe space to reflect, process and set goals. Students can access counselling services by directly reaching out to the counsellors or seeking a referral through their house team. School counsellors also work with external therapists and a local psychiatrist if further interventions are necessary.

12.3.3 Confidentiality

At Aiglon, counsellors abide by confidentiality guidelines, adapted from the American School Counselor Association (ASCA) Ethical Standards for School Counselors. Confidentiality, the student's right to privacy in counselling, constitutes the foundation of a counselling relationship.

As professional counsellors, the school's counselling team's primary obligation for confidentiality is to the student, but these obligations are balanced with an understanding of the family or guardian's legal and inherent rights to be a guiding voice in their children's lives. The developmental and cognitive age of the student is considered when deciding if, or how soon, to inform parents/houseparents as counsellors help students take more responsibility for their decisions.

When a student is assessed to be at risk of harm to self or others, the counsellor will seek consent from the student to disclose the concern. If the student does not consent, confidentiality would need to be breached.

12.4 University Advising

Aiglon's University Advising Department offers a range of support for Year 10-13 students and parents related to personal development, curriculum pathways, course selection, career discovery and university research and applications.

The team includes expert advisers trained in university admissions practices and procedures around the world. Each adviser is assigned a house to build a rapport with students.

Advisers support a positive university search and application process, ensuring the best fit for each student. They provide students and families with professional insights into the strengths of individual colleges and universities and explain the admissions processes worldwide.

They prepare school reports, references, and recommendation letters, and submit supporting documents to universities. Advisers advocate for applicants throughout the process, help prepare for interviews, and offer guidance on personal statement writing and final university choices or other post-Aiglon plans.

12.4.1 Programme Overview

12.4.1.1 Exploration Years (10-11)

University Advising introduces students to topics related to global university options, career paths, and course selections based on their goals. The team presents information about college and university research, admission, and application procedures for institutions throughout the USA, Canada, UK, Switzerland and others throughout Europe and the world.

All students are encouraged to consider options for summer enrichment opportunities to improve their personal development and future application portfolios. Students and parents are welcome to schedule individual meetings with the advisers to discuss planning related to academic and extracurricular options best suited to a student's personal development and future aspirations.

12.4.1.2 Inspiration Years (12-13)

As students enter Year 12, the level of university and career guidance steps up significantly. To find the best possible destination for their future, it is crucial that students remain proactive, take ownership of their research, and engage fully with the advising process from the very beginning. To support this journey, a weekly university advising session is timetabled for all Year 12 and Year 13 students:

Year 12: These sessions are designed to front load essential information, guiding students through the research phase and thoroughly preparing them for the upcoming application process.

Year 13: Students use this dedicated time to actively complete and submit their university applications. Once applications are filed, the focus shifts to discovering more about day-to-day life at university and preparing for a successful transition to higher education.

12.4.1.3 Parent & Student Webinars

Throughout the year University Advising hosts webinars for parents and/or students to help them approach and understand the university application process, trends in admission and other important topics that will support student decisions. Webinar guest speakers include distinguished admission representatives and Aiglon alumni.

12.4.2 Applying to University

12.4.2.1 Choosing Where to Apply

A student's selection process begins with a focus on subject interest, career choice, location (country), surrounding context (urban, suburban, rural), programme offerings and the size of the undergraduate community.

12.4.2.2 Final University List

Students will develop a balanced list by the Autumn term of Year 13 that includes a range of admissions selectivity based on their academic performance and personal preferences. It's recommended for students to consider between 8 to 10 universities, with exceptions made given individual circumstances. The list is entered into a student's MaiaLearning account, which must remain up to date with an accurate list of universities. This is the only list the advisers will use to submit official documentation (transcripts and recommendations) to universities.

12.4.2.3 Visiting Universities

Families should plan time during school holidays to visit various university campuses; students should not miss academic teaching time for these visits (exceptions may be made). In-person or online tours provide valuable insights into the culture of various institutions and are important when making a final decision.

12.4.2.4 Recommendations & References

Teacher Recommendation Letters: These letters are a crucial part of applications. Admission committees use a teacher's recommendation to gain insight to the way a student interacts in the classrooms, identify academic strengths or weaknesses, explain growth, and mention resilience in overcoming obstacles. Year 12 students request teacher recommendations in the summer term.

Adviser References: University adviser references offers additional insight to applications by adding context to a student's learning, time at Aiglon, extracurricular life and overall academic ability and motivation. These make up the UCAS (Universities and Colleges Admissions Service) reference and the US secondary school report.

12.4.2.5 Application Deadlines

Internal deadlines are set by the University Advising Department to provide the best outcomes for applications and admission results. Specific dates will vary by academic year.

Year 12	
November	University research profile
March	Activity worksheet and self-reflection short answers
May	First draft of PE/PS
May	Teacher Recommendation Contracts University Advising Department Contracts

Year 13	
October	Final university list (entered in MaiaLearning)
October	Early applications (UK, US, other)
November	All applications completed

If a student misses the November deadline and does not submit all applications and extra essays, student privileges may be withdrawn and the university advising team cannot guarantee the needed level of support.

12.4.2.6 University Admission Testing

SAT: If the SAT is determined worthwhile based on a student's university goals, then the student must register to sit the test at Aiglon during one of the eight offered sessions each year. Students are responsible for registering themselves using the College Board's website. Any testing accommodations must be applied for separately to the College Board, working closely with the school's learning support and university advising teams. See **7.1.10.5 SAT/ACT Examinations** for more information.

SAT preparation courses are available at Aiglon. These courses are delivered in conjunction with AlphaPrep, a US-based tutoring company with an established relationship with Aiglon. The courses normally run during the winter or summer holidays.

UK Admissions Tests: Some UK universities may require course-specific tests as part of their application process. Students must check the course websites and familiarise themselves with the requirements and registration procedures. Keystone Tutors is a company with an established relationship with Aiglon that offers preparation support for UK admission tests.

English Proficiency Testing: If their university adviser determines that an English language proficiency test is required for applications, students must register at either IELTS/TOEFL/ Duolingo English Test websites following the adviser's consultation. Students are encouraged to prepare formally in advance of these exams. Request official test results from these testing agencies to be sent directly to the universities (where required).

Other Testing: Some European universities may have their own admission test; students are responsible for speaking with their adviser and checking online to determine what is required and following the registration procedure.

12.4.2.7 University Enrolment (US-Specific)

Applicants to the US may apply through an Early Decision (ED) admission plan. If admitted through Early Decision (ED1 or ED2), this represents a binding contract and students must withdraw all other applications within two weeks.

For all other admission offers, students may only select one university to send an enrolment deposit (multiple deposits are not allowed) normally by early May.

12.4.2.8 Other Required Documentation

Various further documents are required at the time of application or prior to enrolment and receiving a study visa (if applicable).

For the US and some European universities, a family must prove its ability to cover all tuition, room and board fees and other expenses related to a student's undergraduate experience. In these cases, a letter from a parent's bank (asking for proof of funds) or the International Student Certification of Finances form is requested. The student is responsible for these documents.

Financial aid applications and forms (CSS Profile) may be requested if applying for financial assistance to attend university. Advisers provide guidance on how to complete these forms, and it is the student's responsibility to submit required documents by the deadline.

Additional documents may include a copy of the student's passport, health forms (completed by a physician or Aiglon's Health Centre) and portfolios (for visual arts programmes or taped recordings).

12.4.3 Roles & Responsibilities

12.4.3.1 Students

Students are expected to take ownership and responsibility for the university research and application process. This involves significant research, visiting campuses during school breaks (or taking virtual tours) and working with their adviser to create a balanced list. Regular meetings with their adviser are essential throughout the process.

Students should promptly check and respond to emails from advisers and universities and keep their MaiaLearning account current. They must register for any required admission tests and understand their intended universities' admission, financial aid, scholarship, and standardised testing policies, including deadlines, restrictions, and criteria.

Preparing applications and essays/statements to meet all internal deadlines is crucial, and students should share all writing with their adviser. Finally, students should confirm their intention to enrol and submit any required deposit by the provided deadlines.

12.4.3.2 University Advisers

Advisers support and encourage a positive university search and application process. They provide professional insights into the strengths of individual colleges and universities and explain the admissions process. Advisers advise on developing a balanced university list, writing personal essays/statements, completing applications, and creating a testing strategy.

They inform students of external deadlines and enforce internal deadlines. Advisers prepare necessary school reports and recommendation letters and submit supporting documents to each university, including the school profile, transcripts, references, and IB predictions (where required).

Advisers prepare students for interviews, guide students in making their final university choices or gap year plans, and offer advice on transitioning from Aiglon to post-school life.

12.4.3.3 Parents/Guardians

Parents should read correspondence from the advisers and communicate with them early in the process with any questions or concerns. They should avoid taking over the application or writing process, trusting the student and their adviser. Parents should be supportive, assisting students with university visits and online research, and should understand the associated financial costs and visa requirements.

12.4.4 Using External Consultants

An external consultant, agent or other university adviser is not necessary, given the comprehensive, year-round support offered by the University Advising Department. However, should a family choose to engage external services, then the following guidelines must be respected:

- Students must attend all Aiglon-required adviser meetings, application workshops and other events hosted by University Advising.
- Students must meet all internal deadlines.
- External consultants may not write essays nor complete applications on the student's behalf.
- Families must inform the University Advising Department if an external consultant has been engaged for research or the application process.
- Only the student's Aiglon university adviser is authorised to submit official documents to universities as part of a student's application. No documents will be shared with external advisers.

12.5 Learning Support

The learning support team provides specialist teaching to support students with a variety of learning difficulties, through individualised intervention and personalised target setting.

The school's team of qualified learning support teachers work one-to-one with students and staff to enable students to maximise their potential, and ensure they achieve success.

12.5.1 Referrals

Any learning support needs or diagnoses should be indicated at the time of a student's application and enrolment at Aiglon. Parent should seek to proactively provide as much information as possible to ensure the learning support team is prepared to effectively support students. This information may also come through previous school records or reports.

Teachers also work with the learning support team to actively refer students, who they believe might benefit from learning support.

12.5.2 Learning Support Register

To ensure the school effectively supports every student and meets their individual academic needs, the school maintains a Learning Support Register. This register is a vital tool designed to empower teaching staff to provide targeted, meaningful, and proactive support across all areas of school life.

The register equips teachers with essential, at-a-glance information to help them adapt their teaching methods for specific students. It outlines:

- The student's specific areas of need.
- Effective, individualised classroom strategies to support their learning.
- Any approved examination access arrangements.
- The name of the student's dedicated key learning support teacher.
- A student is placed on the register to ensure they are properly supported, monitored, and given the best possible environment to thrive. This includes students who:
- Have a formally diagnosed learning difference or difficulty.
- Have been referred by teachers or parents and are actively receiving additional learning support.
- Are legally entitled to specific access arrangements for internal and external examinations.
- Do not have a formal diagnosis but would benefit from closer academic monitoring and gentle guidance to help them reach their full potential.

12.5.3 Learning Needs

Aiglon's learning support team is prepared to support across a range of learning needs. This can include needs related to cognition and learning, communication and interaction, sensory, social, emotional and mental needs as well as accommodating various physical and medical needs.

The team is used to working with students who have diagnosed needs such as dyslexia, ADHD, autism/Asperger's, Dysgraphia amongst others.

12.5.4 Access Arrangements

Access arrangements are specific adjustments designed to allow students with special educational needs, specific learning differences, disabilities, or temporary injuries to fully access their assessments. The fundamental purpose of these arrangements is to enable students to demonstrate their true knowledge and capabilities without compromising the academic rigour or altering the demands of the assessment itself.

Common examples of access arrangements include, but are not limited to:

- Additional time allowance
- The use of a word processor
- The assistance of a reader or a scribe
- A designated prompter

Crucially, any access arrangement granted for examinations must reflect the student's established normal way of working throughout their academic life. For instance, if a student is formally entitled to use a word processor during an examination, they are expected to consistently use a word processor for their day-to-day classroom learning, prep and assessments.

As previously outlined in our examination conduct guidelines, the school must strictly adhere to the regulations and deadlines dictated by external examination boards. The boards, not the school, ultimately make the final decision regarding the approval of any formal accommodations.

Early Communication: Students and parents must proactively contact the Learning Support department at the very start of the academic year to discuss any anticipated needs.

The October Deadline: All formal requests for access arrangements must be comprehensively supported by up-to-date clinical reports. To ensure applications can be processed and potentially approved by the examination boards in time, these clinical reports must be submitted to the school prior to the October break of the relevant academic year. Late submissions risk being rejected by the boards.

Submission of Records: The Learning Support department will advise on which clinical reports are required and which providers are suitable to provide such reports. Due to the very international nature of our student body, it is important that parents and students understand that not all reports from all providers will be accepted, so it is important to check with the school before arranging any testing or assessment for access arrangements.

12.6 English as an Additional Language (EAL)

The English as an Additional Language (EAL) team is dedicated to ensuring that students whose first language is not English can fully and meaningfully access the curriculum. By seamlessly integrating language development with content learning, academic language is intentionally taught alongside core subject material. It is vital to recognise that students must proactively work on their English language development to ensure they consistently meet the required proficiency levels for each stage of their academic journey.

12.6.1 Structure & Goals

Upon admission, students complete an English proficiency test to accurately determine their current level and ensure appropriate class placement. Progress is closely monitored, and students may formally exit the structured EAL programme as soon as they are fully ready to thrive in the mainstream curriculum independently.

To cater to specific developmental stages, our EAL support is structured progressively:

Junior School (Years 2 to 6): Support is primarily delivered in-class to help students access the curriculum alongside their peers. Where necessary, students may be briefly withdrawn from certain lessons, such as French, to focus more intensively on developing their foundational English skills.

Years 7 to 9: Students are placed in a dedicated EAL class until they successfully achieve a B1 level of proficiency. As in the Primary School, they may be withdrawn from French to provide additional, concentrated time for English development.

Years 10 and 11 (IGCSE): We offer a dedicated English as a Second Language IGCSE course. Students who require further assistance at this crucial stage can also access paid additional English lessons.

Years 12 and 13 (IBDP): Students can undertake the English B language acquisition course as a core component of their International Baccalaureate Diploma Programme.

12.6.2 Multilingualism and Home Languages

Aiglon deeply values the linguistic diversity of its student body and actively supports multilingualism alongside English acquisition. To foster this, all students in Years 5 to 9 are timetabled for a weekly home language lesson dedicated to their mother tongue. In instances where the school cannot directly provide instruction for a specific language, every effort is made to find a suitable solution; where this is simply not possible, students are provided with extra French instruction instead.

This commitment to linguistic diversity further supports the approximately 20% of our graduates who go on to successfully achieve a highly respected bilingual IB Diploma.

12.7 Restaurant & Dining

During the week Aiglon's restaurant serves three meals each day. Students also have opportunities to eat in house, at the Cloud café or off campus.

12.7.1 Breakfast

A hot breakfast is available for all students in the school restaurant from 07:30 until 08:00. This includes a variety of breakfast items including a hot buffet, cereals, dairy products, hot drinks and fruit. All junior boarding students eat breakfast in the restaurant and senior boarders are encouraged as it is a healthy start to the day. Day students are always also welcome to eat breakfast in the restaurant.

Light breakfast options are also available in house.

12.7.2 Lunch

As per Swiss culture, lunch is the principal meal of the day. All students must eat in the restaurant for lunch during the week; each year group has a specific time in the timetable. For detailed timings see **Aiglon Day** (inside back cover).

Lunch is a balanced meal with three options per day, including world, traditional and vegetarian menus. There is always a salad bar as well as essentials like rice and bread. On Mondays, the menu is completely vegetarian with a broad range of cuisine throughout the week.

12.7.3 Dinner

Dinner is a more relaxed meal with two options served in the school restaurant on week nights. All boarding students must eat in the School Restaurant for dinner. Dining times are scheduled by house.

Day students are always also welcome to eat dinner in the restaurant.

12.7.4 Breaktime

There is a mid-morning break each weekday. Students may return to house where simple drinks and snacks are available. Students are also able to visit the Cloud café. In the junior school the morning snack is prepared for students each day by the house team.

12.7.5 Weekends & Brunch

The restaurant serves meals throughout the weekend. These meals are adapted as needed to the weekend programme.

Sunday brunch is a long-standing school tradition with a varied, relaxed menu and atmosphere. Brunch is served in the restaurant from mid-morning.

Saturday and Sunday dinners are served in each house and not in the restaurant; this allows for a more casual, relaxed dining experience.

12.7.6 Cloud Café

Aiglon's campus café is called Cloud. Cloud is open during break time and in the afternoon after school. While the café serves a variety of coffee drinks and simple food items, the available menu should not be treated as a replacement for the restaurant.

There are designated times when students can go to Cloud (see opening hours). It is closed during lunchtimes, as students must eat lunch in the restaurant. This is except for Friday lunchtime when Cloud is open for use by Year 12 & 13 students only. At breaktimes and evenings, Years 9-13 may go to Cloud.

Juniors are not allowed to visit Cloud although may be taken by a member of staff as a house or group activity.

12.7.7 Meals with Parents

Whenever on campus, parents are always warmly welcome to dine with students and staff in the School Restaurant. It provides a helpful opportunity for parents to enjoy the restaurant and to gain a first-hand impression of life at school. Parents should follow all normal procedures for campus registration. See **13.2.1 Campus Visitors**.

If parents would like to take students off campus to eat, see **9.4.8 Visits from Parents**.

12.7.8 Dietary Needs

12.7.8.1 Dietary Provisions

The school is prepared to cater to a wide range of dietary needs. Students are supported to eat in a healthy manner that reflects the values of their personal choice. The school aims to serve food from the main food groups each meal. Students have easy access to staples such as rice, bread, salad, hot drinks, fresh fruit, etc.

The restaurant celebrates various cultural and national festivals each year, offering special menus that celebrate significant moments for various global cultures.

Students can successfully follow a vegetarian diet. However, the restaurant is unable to support specific requirements such as kosher or halal diets.

12.7.8.2 Allergies & Medical Diets

Any allergies should be announced to Aiglon's Health Centre. The Health Centre maintains a central register of allergies that is shared with the restaurant and other relevant areas of the school that serve food to students.

In the restaurant, meal ingredients are displayed. Students are always able to ask the restaurant team for assistance in selecting their meal. EpiPens are placed in central campus locations.

Where a student, due to a medical condition, requires additional support with their diet or a special menu, parents should send the doctor's report to the Health Centre who will ensure that dining staff, houseparents and others are aware of the student's needs.

12.7.9 Eating Off Campus

Students are expected to eat on campus for weekday meals. Off campus permissions apply for certain year groups during the weekend. See **13.3 Campus & Village Bounds**.

12.8 Centre for Enquiry

Aiglon's library is called the Centre for Enquiry (CFE) and is in the Parsons Building. This space encompasses both a traditional collection of over 10,000 books as well as dedicated study spaces, a coffee area and classrooms.

The CFE is staffed by a team of dedicated and committed librarians, creating an inclusive space to read, study, recharge and relax: an environment of connectedness.

12.8.1 Reading for Pleasure

The Centre's reading for pleasure provision includes book fairs, an extensive diverse and inclusive book collection, author visits, and reading games and challenges. It also focuses on assisting with book selection and promoting multiculturalism through reading in home languages.

12.8.2 Collaborative Study Space

The Centre's collaborative study space provides a vibrant academic environment with facilities for independent study, friendly meeting areas for students and staff, and IT support hubs.

12.8.3 Academic Support

The Centre's academic support includes research and referencing workshops, subject-specific support, and digital literacy training. It champions enquiry-based learning and supports workload management including the Year 12 and 13 IB extended essay.

12.8.4 Literacy Provision

The Centre's literacy provision aims to support vocabulary development and holistic academic improvement through monitored reading progression and teaching flexible information skills. It also provides diverse, inclusive, culturally relevant reading materials, encouraging a well-rounded reading experience.

12.8.5 Opening Hours

The Centre for Enquiry is open every day from 08:00 until late in the evening. It is staffed by the Librarian and Library Assistant throughout the day when lessons are in session, as well as after school until 17:00. After this time, access to the Centre for Enquiry is possible during academic support sessions and study hall, which is usually staffed by Assistant Heads and Prefects.

At the weekend, the Centre for Enquiry is open 08:00 until 16:00 and is staffed by a teaching member of staff. In the lead up to public examinations, the Centre operates extended hours until 21:00 in the evening throughout the week.

12.9 School Shop (The Corner)

The school shop, named The Corner, is located centrally on campus and is open throughout the week for students to purchase a range of uniform, various required kit, stationery, and other needed items.

12.9.1 Second Hand Store

The School Shop team maintains a second hand store that is available for students and families to purchase needed uniform items at reduced prices. The proceeds from these sales go to local charities.

12.9.2 Disposal of Clothing

As part of Aiglon's commitment to maintaining the integrity of the school brand and supporting responsible recycling practices, the school requests that all old Aiglon uniforms and branded clothing be disposed of through appropriate school channels managed by the school shop.

Families should not donate Aiglon-branded items to charity shops or second-hand stores outside of the Aiglon community, particularly when garments still display the Aiglon logo or student name labels.

Return any unneeded uniforms or branded items directly to the School Shop. Items in good condition are re-purposed through the campus second-hand uniform store to support other Aiglon families. Items unfit for reuse are recycled responsibly by the school.

12.10 Travel Services

Aiglon's travel office helps to manage and coordinate travel for students and school trips.

12.10.1 Arrival & Departure

The school term dates and allowed arrival/departure times must be respected when planning travel.

Students must travel directly to/from Aiglon; stopping at intermediary destinations is not permitted.

The travel office works with the house team to collect all student travel details for each school holiday. Upon request, the travel office can arrange a taxi to/from the airport. A shared taxi is used wherever possible, with the cost split between all parties.

12.10.2 Public Transport

Aiglon is well served by local public transport and the school encourages students to use public transport to/from the school whenever possible.

12.10.2.1 Half Fare Card

A half-fare travel card is available from the Swiss Federal Railways (SBB/CFF). Parents are recommended to purchase this discount card for students who will regularly use public transport. Please inform the school if you have this card for school trip and other bookings.

12.10.2.2 Bus & Train Connections

The school is served by a local bus stop (Bus 144) on campus named: Aiglon College. The closest main train station is in Aigle, with regular direct connections to Geneva Airport (GVA).

The journey time between Aiglon and Geneva Airport is approximately two hours.

12.10.2.3 Unaccompanied Minors (UM)

If needed, it is the parent's responsibility to reserve, confirm and pay for airline UM services. Please inform Aiglon's travel services at least two weeks in advance. All relevant information must be sent to the travel services office.

12.10.3 Taxis

Students are expected to walk to locations in the local village. Taxis (from an approved list of school providers) are only permitted to be used for travel out of town with expression staff permission.

Students should pay for taxis using bons (see **13.1.1.4 Bons**)

12.10.4 Passports

All student passports must be given to the houseparent upon arrival on campus. The travel office will collect these passports when needed to process visas and residence permits or for school trips. A student's residency permit must be kept with their passport at all times.

12.10.5 Travel for School Trips

12.10.5.1 Consent Forms

Depending on the nature of the trip, or where there are costs for parents, the school always seeks explicit permission for student participation. The designated trip leader will contact families in advance for permission, and where relevant, a breakdown of expected costs.

12.10.5.2 Trip Visas

If a student is traveling on a trip organised by the school where a visa is required, this will be arranged by the school. Parents will be contacted for any required details or needed information.

For students to be able to go on a trip the school must be able to apply for needed visas on the student's behalf. If the school cannot obtain the required visa, the student will not be able to go on the trip. Parents need to ensure that student passports always have at least six months of validity.

New students not permitted to travel beyond the Schengen Area during their first term may not be able to attend some trips. This depends on nationality and the Swiss residency permit process.

Additional costs for visas or visa applications are not covered by the school.

For more information about school trips see **10.6 Trips & Visits**.



SECTION 13

ON CAMPUS

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13.1 Personal Belongings

13.1.1 Money

Aiglon students come from a diverse range of socio-economic backgrounds from around the world. The school encourages students to be prudent and moderate in their spending, discouraging access to large sums of money or large purchases. Personal student spending should be responsible.

Students are discouraged from carrying large amounts of money. If needed, students should give cash to houseparents who can store it securely in the house safe.

13.1.1.1 Bank Accounts & Cards

Students in the senior school are encouraged to have local bank accounts with associated debit or credit cards set up with their parents that is suitable for small, necessary expenses. Local banks are often present at the Aiglon Essentials Fair (See **4.5.1 Start of Year Programme (August)**).

13.1.1.2 Emergency Cash

In an emergency, parents may submit a written request to the Finance Office for a cash advance to be issued to a student. Any advance will be charged to the student's financial account, including a handling fee. Small amounts can also be issued from the house.

13.1.1.3 Pocket Money

Pocket money is included as part of the fees for the junior school. This is then distributed to the junior school students on a weekly basis. Failure to follow the pocket money recommendations compromises the school's teaching on judicious and appropriate spending.

The weekly recommendation per year group is below:

Years 2-4	None
Years 5-8	CHF 40 (included in fees, distributed weekly)
Year 9	CHF 50
Year 10	CHF 60
Year 11	CHF 80
Year 12-13	CHF 120

13.1.1.4 Bons

The school uses a bon (coupon) system with approved taxi companies and sports shops to limit the need for cash and allow expenditure oversight by house staff. Bons, which must be detailed and signed by houseparents, cover specific amounts and are only usable with approved providers.

13.1.1.5 Day Students & Money

Parents of day students should arrange for day students' needs in line with Aiglon's principles on managing money. The school does not provide cash, pocket money or bons to day students.

13.1.1.6 Credit

It is forbidden to buy goods or services on credit at any of the village shops or restaurants, including the campus Cloud café.

13.1.2 Naming Items

All clothes should be labelled with a student's name and laundry number (**9.3.6 Laundry**). Parents should mark all personal clothes and personal items (including shoes, sport equipment, etc.) before arrival. All clothing items bought at the Aiglon Essentials Fair will be labelled before delivery.

13.1.3 School Bags

All students should have a bag/rucksack appropriate for daily use at school. This can be an expedition rucksack, or other appropriate bag. The bag should be large enough to hold a laptop and essential class materials.

13.1.4 Caring for Belongings

Students are expected to look after their own property and to be respectful of others.

Bags, school equipment, and laptops should be left in designated places and not left unattended on campus or on the ground. Lost property will be given to Reception.

13.1.5 Valuable Items

Students should not bring expensive valuable items to school. Items such as designer shoes, bags and watches and expensive jewellery should be kept at home.

13.1.6 Personal Belongings Insurance

The school's insurance does not cover the loss or damage of personal belongings. The school will assist in trying to find lost items, but it is not responsible for finding, replacing or reimbursement. In case of fire only, personal belongings up to the value of CHF 5,000 are covered. Boarding students are also insured with third-party liability; day families should arrange their own cover. See **5.5.3 Financial Information: Tuition & Fees**.

13.2 Campus Safety

13.2.1 Campus Visitors

All school visitors must register at the Chalet Forbes reception. Visitors must always wear the issued red lanyard and badge. School staff also wear a badge and are encouraged to challenge unidentified visitors.

13.2.2 Fire Safety

Every school building is equipped with a fire alarm system. Residential building alarm systems will automatically issue an alarm directly to the fire service. In all cases, students and staff should also call 118 in case of fire.

In case of evacuation, students must calmly and silently leave the building. The responsible staff member will take the register for the house or class at the designated evacuation point and await further instructions or an all-clear signal.

13.2.3 Evacuation Points

Each building has a dedicated evacuation rallying point. The point is identified by a poster in each building and a green meeting point sign at the location. Each building also has a secondary evacuation point if needed.

13.2.4 Whole School Evacuation

In case of a whole school evacuation, staff and students will be alerted through the school's emergency messaging and tannoy/loudspeaker system. Students must calmly and silently assemble at the school field. If the assembly point changes, this will be communicated.

13.2.5 Whole School Lockdown

In case of a whole school lockdown, staff and students will be alerted through the school's emergency messaging and tannoy/loudspeaker system. Students must enter the nearest building or remain in the room where they are. All doors must be locked, window blinds closed, and lights turned off.

13.2.6 Testing Emergency Procedures

The school regularly tests building evacuation, whole school evacuation and campus lockdown procedures and trains students and staff on appropriate responses. These tests may not be announced to students in advance; the emergency notification indicates a test procedure. Parents are informed of these tests afterwards.

13.2.7 Balconies & Roofs

Under no circumstances are students permitted to climb onto or access restricted or unsafe areas of campus buildings. Violation of these rules will result in appropriate disciplinary action.

13.2.8 Road Safety

All members of the Aiglon community are expected to follow all local laws regarding road safety and crossings. Marked paths, pavements and crossings should always be used. In particular, the pedestrian lights and crossing on the main road must be used. The ramp into Forbes car park is for vehicles only; pedestrians must use the steps.

13.2.9 Vehicles

Students are not permitted to drive or keep a car or motorbike during term time. This includes any school event or activities on or off campus.

Students are not permitted to accept lifts from members of the public. Students may only accept lifts from parents or authorised members of staff with permission from houseparents.

While bicycles are used for school activities, bicycles, skateboards, or scooters may only be used a form of transport to/from campus with permission from houseparents.

All vehicle passengers must always wear a seatbelt. Students under 150cm or the age of 12, must also use a booster seat provided by the school.

13.2.10 Electronic Keys

Students and staff are issued with electronic keys providing appropriate access to campus buildings as external doors remain locked, these keys must be always carried by students. These keys are personal, and students are not allowed to swap or share keys. If lost, a replacement key can be obtained from the School Shop for a fee of CHF 10. A lost or damaged key must be replaced as soon as possible.

13.2.11 Security Cameras

Aiglon operates a security camera system to protect its campus, infrastructure, and the students in the school's care. Signposts inform visitors at the campus entrance and captured data may be retained up to a week; it can be accessed during this period in case an incident investigation is required.

13.2.12 Campus Security

External campus doors are locked. During term time a physical security patrol is on campus every night. Aiglon houses are also secured with intruder alarms that sound an alarm if anyone enters or leaves the house during the night.

13.2.13 Fire Safety & Prohibited Items

Candles, sparklers, and similar incendiary items are strictly prohibited within all school facilities, with particular emphasis on student rooms and boarding houses. These materials may not be brought to campus, kept in accommodation or used during any school events or celebrations.

13.2.14 Health & Safety Reports

Every health and safety incident that takes place at school is reviewed and follow-up actions taken. Near miss situations are reviewed regularly by the health and safety committee. Ongoing efforts are always being made to minimise risk and support community safety and wellbeing.

13.3 Campus & Village Bounds

13.3.1 Campus Bounds

Students must always request house staff permission and check-out to leave campus. Students should tell staff where they are going and ask if they are unsure about where they are allowed to go.

The bounds are defined by specific campus buildings. Students must not go beyond Le Cerf, Chalet Aiglon, Belvedere, La Casa, Delaware or St Louis without staff permission to leave campus.



The photo map highlights the main campus bounds. Access to Le Cerf and La Casa is not pictured.

13.3.2 Village Bounds

With Chesières permission, students may not go past Le Cerf or over the main bridge. Underneath the bridge and the forest below Delaware are always out of bounds.

With Villars permission, students may not go beyond the Bristol or the Centre des Sports.

Hotel rooms or private residences are always out of bounds without specific staff permission.

13.3.3 Village Permission

Students must always request house staff permission and check-out to leave campus. Junior students must go in groups of at least three, with one student in Years 7-8.

13.3.3.1 Weekday Village Permissions

Year	Weekday Afternoons	Weekday Evenings	Friday Evening
5-8	Villars Permission 16:00 - 17:00 (twice per week)		
9-11	Villars Permission (no restaurants) 16:15-17:45	Campus / Chesières 20:00 – 21:00 (Year 11, 21:15)	Campus / Chesières 20:00 - 21:30 (Year 11, 21:45)
12-13		Campus / Chesières 20:30 – 21:30	Villars Permission 19:30 – 22:30

13.3.3.2 Weekend Village Permissions

Year	Saturday Afternoons	Saturday Evenings	Sunday
5-8	Villars Permission 10:00 - 16:00 (once per weekend)		Villars Permission 10:00 - 16:00 (once per weekend)
9-11	Villars Permission 12:00 – 17:30	Campus / Chesières 19:30 – 21:30 (Year 11, 21:45)	Villars Permission Return by 17:30
12-13		Villars Permission 19:30 – 22:30	

During the winter term, Friday/Saturday Villars permission return times end earlier at 22:00.

13.3.4 Day Students

Day students are expected to adhere to the same rules as boarders during term time. Parents are expected to apply the same expectations with regards to timings and bounds.

13.3.5 Exeats & Day Exeats

For information on exeats, please see **4.3 Weekends & Exeats**.

13.3.6 Approved Village Establishments

Venue	Permissions
Papaya Thai Shop	Chesières Permission
Pasta et Basta	
Le Céramique Café / Chez Maxence	
Saskia's Restaurant (Les Mazots du Clos)	Villars Permission
Chez Mantsi	
Bowling Sports Bar	
Kaly Café	
Le Francis	
À la Turka	
Rouge & Blanc	
Mama Lotta's	
Chez Thao	
Vieux Villars	
Le Peppino	
Restaurant 1913 (Villars Palace)	
Restaurant 1870 (Villars Lodge)	
Tata Isa	
Mountain Burger	
Boulangerie Heiz	
Alpe Fleurie Restaurant	
Rôtisserie des Alpes	
Restaurant Horizon 1904 (Hotel Viu)	
La Gourmandine	
King Tandoori	
Marché du Terroir Café	Not Allowed
Roc Star	
Bar 105	
Charlie's Bar	
Bains de Villars Wellness (pool with permission only)	
El Gringo	
Petit Chalet	
Peak Bar	
The Rochegrise - RoyAlp Hotel (with special permisison only)	
Any other establishment not listed.	

13.4 Campus Free Time

On weekday evenings and weekends, students are able to make free use of Aiglon's campus facilities or visit other houses. Students should always follow appropriate check-in / check-out procedures in their house and should inform house teams as to their whereabouts.

Certain areas of campus like the music department or sports centre are open only when a member of staff is on duty and able to supervise the area. House teams should always know when other students are visiting their house.

13.4.1 Running or Walking

Permission for students to go for a run or walk beyond campus is at the discretion of house teams. With permission, a set route has been established that students should follow.



SECTION 14

TECHNOLOGY

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14.1 Technology Rationale

Aiglon has a balanced approach to technology use. The school wishes to empower students to explore technology to be ready to thrive in a dynamic and ever changing world. John Corlette's enduring belief that education must prepare students for tomorrow and a world in constant motion, is profoundly relevant today.

The school considers that effective and appropriate use of technology can enable teachers, administrators and students to become active, independent learners. The school seeks to develop learners who collaborate, explore, analyse and solve problems, and learners who communicate with others, who share, help and learn together, using all the tools available, digital or otherwise.

By integrating technology thoughtfully into daily life, students learn to navigate digital tools responsibly, preparing them for the complexities of the modern world. This approach reflects Aiglon's core values. It is a balanced approach to technology designed to promote healthy habits, academic focus, and digital responsibility across all age groups.

14.2 Mobile Phones

14.2.1 Approach to Mobile Phones: Meet, Eat, Feet, Sleep

Aiglon's "Meet, Eat, Feet, Sleep" protocol reflects our commitment to preparing students for life beyond our campus. Rather than implementing an outright ban on mobile phones, the school believes in a balanced approach that actively fosters independence, respect and self-regulation.

Technology is an undeniable part of the modern world, and shielding students from it completely misses the opportunity to teach healthy digital habits. By establishing clear boundaries:



Meet ensures focus during structured gatherings

Eat protects community connections during meals

Feet promotes safety and the appreciation of our environment

Sleep prioritises deep rest

14.2.2 Device Surrender

The school provides a structured framework where students learn to manage their screen time responsibly. Creating healthy habits that will hopefully follow them into their future. This approach empowers our students to develop the self-discipline necessary to thrive in a digital age, emphasising personal responsibility over simple compliance.

Year	Mobile Phone Use	Overnight Device Surrender
2-4	Not permitted at any time	Yes - no phones allowed school.
5-8	Boarders: Max one hour per day (outside of lessons/activities) to contact family.	Yes - phones must be surrendered at all other times.
9-10	During Lessons: Left in house. Other Times: Must follow Meet, Eat, Feet, Sleep.	Yes – all phones and laptops collected at 21:00 (incl. weekends).
11	Permitted during the day.	
12-13	Must follow Meet, Eat, Feet, Sleep.	No — Students keep devices overnight to foster independence. (Can be revoked if self-regulation is an issue).

14.2.1.1 Undeclared Devices

Should students try to circumvent the rules by having an undeclared device in the house, the school views this as a serious breach of trust. The second device will be confiscated until the student can take it home at the next school holiday. This also results in disciplinary action.

14.2.1.2 Parental Partnership & Device Settings

To support this journey toward healthy self-regulation, the school understands parents as vital partners. While the school's framework guides students during the school day, parents must also ensure that their children's mobile devices are configured with age appropriate privacy, content, and screen time settings before the start of term. By aligning the digital boundaries set at home with the physical boundaries enforced at Aiglon, school and parents can collectively provide a safe, consistent environment that empowers students to use technology safely, mindfully and responsibly.

14.2.2 SIM Cards

While Aiglon seeks to reasonably balance the healthy use of mobile phones, they remain an important tool for communication and safety. All students are expected to have a mobile phone with an activated voice and data plan that allows students to be contacted when away from campus.

14.3 Laptops & Other Devices

14.3.1 Laptop Requirements

14.3.1.1 Junior School

Students in **Years 2 - 4** are not issued with their own device. Aiglon provides these students with devices to use within the classroom, such as Chromebooks and tablets, so that they have the tools they need for the task they are asked to complete.

Years 5-8 students must have their own Chromebook. For security reasons, these Chromebooks must be purchased through the school. Independently purchased devices are not accepted.

14.3.1.2 Senior School

Senior students are required to bring their own laptop. This can be any make or model, but must meet minimum standards including: 8GB RAM, sufficient storage space for academic and personal needs, valid warranty or guarantee that covers laptop repair in Switzerland and regular updates.

The Macbook Air is Aiglon's recommended device; it is used by all teachers and majority of students.

Senior students are also encouraged to bring an iPad for notetaking.

Appropriate antivirus software (Sentinel One) is provided by the school. Aiglon is a Google Education Reference School and all work will be completed within the Google suite of tools. Students should work, create and save all work on Google in Docs, Sheets or Slides.

14.3.2 Device Rules

Material not allowed under school rules should not be stored on a device. The school reserves the right to examine the contents of any student laptop or device.

Laptops may be used during free time and prep but must not be used after normal lights out time.

Food or drink is not permitted in rooms containing school computers.

No one may tamper or move any Aiglon computer equipment unless asked to do so by a member of the IT Department. No user should perform any other inappropriate action identified by the Director of Technology, or access unauthorised equipment or areas of the school network.

Username and passwords must not be shared or used by any other individual.

14.3.3 Earphones/Headphones

Earphones are not permitted during the school day, in assembly, meditation, the restaurant, whilst engaged in formal sports events, in lessons as well as at other events not listed here. If a student is in a conversation with a member of staff they should take out their earphones without being asked.

14.3.4 Wearable Technology

While the school encourages students to explore new technology, with the pace of change, the school will adapt to new technologies as they appear on campus

Smartwatches & Wearable Monitors: While devices like smartwatches and fitness trackers are permitted for timekeeping and health monitoring, they must not become a source of distraction or is used to circumvent the school's device restrictions, it will be subject to the same confiscation and disciplinary rules as a mobile phone.

Smart Glasses & Recording Devices: Due to strict privacy and safeguarding considerations, smart glasses or any wearable tech capable of capturing photos, video, or audio are strictly prohibited.

14.3.5 Provided Resources

School-provided services, like internet access, email, messaging and printing, are school resources and are to be used responsibly. The school operates a web filtering system that blocks sites considered to be unsuitable in a school environment.

Students in Years 5-13 have an @aiglon.ch email address. Teachers use email to communicate with students, and it is expected that students check their Aiglon email regularly.

It is also recommended that students add their Aiglon email account to their phones and mobile devices along with other apps that are connected to the school systems.

Following graduation or departure from the school, former students still have access to their Aiglon-provided accounts for six months. After this time, former students will not be able to access the data in these accounts. Those preparing for graduation or departure should make all necessary preparations to safeguard or move the personal data that they will need access to after Aiglon.

14.4 Acceptable Technology Use

14.4.1 Software & Network

Use of personal email accounts, social media or any messaging service during a timetabled lesson is not permitted, unless directed by a teacher.

Pirated or cracked software is not allowed on any school computer or personal device connected to the Aiglon network. Copyright material or commercial software should equally never be shared or transmitted.

Users should not intentionally interfere with the normal operation of the network, including the propagation of computer viruses or sustained high volume traffic that hinders network use.

Private Pre-Shared Key's (PPSK) will enable students to connect up to five devices to Aiglon Wifi. More keys can be provided upon request. Each key is assigned to a specific user therefore, these keys should not be shared or used by any other individual except the owner.

14.4.2 Artificial Intelligence (AI)

Students and staff need to learn how to use new AI tools ethically and effectively. If students use AI to help with work, highlight the section created using AI and include the prompts used as part of the work's references. Teachers will also outline expectations on how to use AI within their subject and class. As a principle, AI can help student learning, but not for AI to do the learning. For more information about academic integrity see **8.4.2 Academic Integrity**.

14.4.3 Deepfakes, Deep Nudes and Technology Misuse

As part of the school's commitment to respect and responsibility, Aiglon maintains a strict policy regarding the creation, possession, or distribution of "deepfakes," digitally altered media, deep nudes or any content (AI generated or otherwise) intended to mimic, mock, or humiliate members of our community.

While the school encourages creative and forward thinking uses of technology, leveraging digital tools to compromise the dignity, privacy, or reputation of students or staff is a severe breach of the school values. Likewise, indecent remarks or materials should never be propagated online. Material that is obscene, defamatory, or which is intended to annoy, harass or intimidate is forbidden.

Any student found engaging in the creation or sharing of harmful media will face disciplinary action. Furthermore, the school will fully comply and cooperate with Swiss authorities and external bodies where necessary. All students are expected to use digital platforms with the utmost integrity, ensuring the campus remains a safe, respectful environment both in person and online.

14.5 Internet Safety

14.5.1 Monitoring

Aiglon's access to the internet and is filtered and monitored. Internet sites that students visit or attempt to visit are logged and reviewed regularly by the safeguarding team to identify patterns of access which give cause for concern. The relevant staff are notified when there are cases which need further investigation.

14.5.2 Internet Safety Practices

Students should only access appropriate sites; immediately tell an adult if they see or read anything they are uncomfortable with; never give out personal information about themselves or others (including passwords); never arrange to meet anyone they don't know; never open emails sent by someone they don't know.

14.5.3 Social Media

As age allows, students are permitted to have personal social media accounts. However, students should keep in mind that social media is never completely private and content can enter the public domain, posts can be misinterpreted by different audiences, content may be shared more widely than intended and used without your consent, or could result in disciplinary or legal action.

14.5.3.1 Following School Accounts

Aiglon is active on multiple social media channels (see **5.3.6 Social Media**). Students are welcome to follow the school accounts, but should respect the privacy of other members of the community and should not identify/tag them in school publications. Students should remember that social channels are not appropriate communication channels to report any frustration or criticism.

14.5.3.2 Student-Staff Connections

The school does not permit connection between students and staff members on any social media (except close relatives). Staff are instructed to reject any requests, and persistent attempts may result in disciplinary action. If a member of staff requests to "friend" or "follow" a student, the student should report this immediately to a responsible member of staff, the IT or safeguarding lead.

14.5.3.3 External Connections

External providers, speakers, and contacts are valuable for enriching the student experience. While students are encouraged to engage with these individuals, private communication is not permitted.

Students should not initiate nor receive direct communication via social media. Students should only initiate contact via email and copy their tutor on all correspondence. Any concerns should be reported to an appropriate member of staff or safeguarding lead.

14.5.3.4 Appropriate Content & Accounts

Students must not post extreme or offensive content on social media or use social media to document activities in their private lives that breach school rules or may bring the school into disrepute. (See **8.6.4 Inappropriate Media**).

Students are not permitted to create social media accounts that purport to be official school accounts, represent the school, its community members or use the school's name or brand in any way.

School email addresses and other official contact details must not be used for setting up personal social media accounts or to communicate through such media.

Students should ensure any account privacy levels are as strict as possible.

In situations where money could be generated from sponsored or paid-for social media content, the school may not be tagged or represented in any identifiable manner. Identifiable is understood to be the school logo, branding, signage, uniforms, distinctive or identifiable buildings or locations.

Care should be taken not to post content of the school community, activities or identifiable individuals without clear permission from each person involved.

14.5.4 Cybersecurity

Students should be actively aware of malicious or phishing attempts through email or other mediums. Any suspicious messages or content should be flagged as spam and reported to the IT department. Do not open any links or files from unknown or external sources.

14.6 Photography

Images of students and staff are used at Aiglon to represent the school's identity, preserve memories, build community, and support the running of the school. A clear understanding of why images are taken and how they are stored is necessary to safeguard the community, manage digital footprints, comply with data protection regulations, and maintain professionalism. This ensures the responsible and respectful handling of images in alignment with Aiglon's values.

SCHOOL POLICY REFERENCE: 4.8.045 Taking, Storing and Using Images of Students

14.6.1 Public Photo Permissions

During the enrolment and re-enrolment processes (see **16.2.4 Re-Enrolment**) families have the opportunity to either allow or decline the public use of student images. The school uses images to promote the school online and in print. Images of students may still be used for internal purposes.

The school does not grant permission for third parties, suppliers, parents or other visitors to take or publicly share images in which students can be clearly identified.

Approved media content is only shared with partners based on the selected photo permission.

14.6.2 Student Consent

Staff will take images of students participating in regular school life. Students can expect to be aware when a staff member is taking a photo and are always able to decline. Staff always ensure that they are taking appropriate images, uploading to the approved system, and deleting images from the device. Stored images will then only be used for purposes based on the approved photo permissions.

An appropriate image means:

- Students are appropriately attired (uniform during working day) and modestly dressed
- Depict positive learning experiences and not capturing sensitive moments
- Avoid capturing any personal or sensitive information, personal details or data

14.6.3 School Systems & Photo Platforms

The school uses and shares images to support the running of the school. Even without public photo permission, student images will still be used in the internal yearbook, databases and parent photo-sharing platform, Vidigami (see **5.3.3 Photos: Vidigami**).

14.6.4 Archiving

The school stores images in accordance with its data protection policies. At the end of each school year images added to Vidigami become part of the school archives. Students who have left the school will still be able to access the images in which they have been tagged.



SECTION 15

PHILANTHROPY & COMMUNITY ENGAGEMENT

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15.1 Philanthropic Ethos

15.1.1 Not-for-Profit

As a not-for-profit school, Aiglon is set apart in its commitment to use its raised funds solely to further the school's transformative educational programmes. Being not-for-profit means that the whole school benefits from the generosity of others, and that every decision made by the volunteer Aiglon College Association and Board is in the best interests of the school and its students.

15.1.2 Philanthropy in Education

Aiglon's understanding of philanthropy is broad, and the school believes that a philanthropic and generous understanding of the world is important for holistic education. There are many ways to give back and Aiglon works to educate students as well-rounded philanthropists.

Through working with school initiatives, as well as developing their own ways to support local and global causes, students are taught the skills needed to support their own culture in way equal to their means.

15.2 Ways to Give Back

Aiglon encourages its entire community to contribute to the school's strategic and ongoing initiatives by contributing their time, talent or treasure. All forms of giving to the community are welcome means by which Aiglon is strengthened and equipped to support its future endeavours.

15.2.1 Annual Giving

Unlike many schools, Aiglon's tuition fees cover its operating costs. This means financial contributions to Aiglon allow the school to do more, faster. In particular, the school uses giving to support its three pillars of campus, culture and character.

Aiglon maintains several active annual giving funds and invites parents to contribute to the parent scholarship award, graduating class gift, alumni scholarship award, amongst others.

15.2.2 Appeals Timeline

Parents can expect the school to make appeals for its annual giving initiatives at specific times throughout the year. This is in the form of direct mail, email and social media campaigns. There are a range of recognition opportunities.

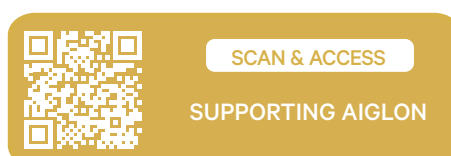
Timeline	Appeal
September	Impact Report Appeal
October – December	Annual Giving Initiatives
January - May	Graduating Class Gift
June	Annual Review Appeal

15.2.3 Tax-Efficient Giving

Like many not-for-profit organisations, Aiglon has chosen to partner with Myriad Alliance. This is a group of charitable organisations in local jurisdictions that provide Aiglon with a cost-efficient local partner who lends professional philanthropic advice and provides donors with tax and legal benefits in their home country. Currently these foundations for tax-efficient giving have been established in the US, UK, Canada, Hong Kong and the Netherlands.

15.2.4 More Information

The philanthropy and community engagement team is always happy to speak to parents about Aiglon's philanthropic history, ethos as well as specific opportunities. More information about how parents can support the school or get involved is available in regular publications and online.



15.3 Aiglon Accelerator Programme

The Aiglon Accelerator Programme connects students with alumni and parents to support early career development and university planning. Students participate in short-term mentoring sessions lasting six to eight weeks to receive targeted academic and professional guidance.

Students in Years 12 and 13 are eligible for short-term work placements lasting one to three weeks to gain practical professional experience. The programme also features professional guest speaker panels and practical business challenges, exposing students to real-world problem-solving and networking opportunities on campus.

Parents wishing to volunteer as mentors or provide work placement opportunities should register directly through the Aiglon Life platform.



SECTION 16

ADMISSIONS & ENROLMENT

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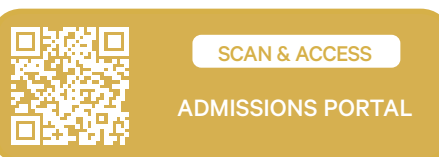


16.1 Admissions Process

16.1.1 Admissions Policy

Aiglon accepts applications from children aged 6 to 18 of all nationalities. Admission criteria include the applicant's potential to benefit from the school's programmes, sufficient information from parents and previous schools, understanding and acceptance of the school's philosophy, and maintaining a balanced international student body.

Aiglon's admissions policy provides an overview of the school's requirements for acceptance and the necessary application process. The full policy is available on Aiglon's admissions portal.



SCHOOL POLICY REFERENCE: 2.2.090 Admissions

16.1.2 Application Timeline

The school accepts applications from prospective families up to one year in advance; applications continue to be considered throughout the year subject to available space. Early applications are highly recommended.

All families are recommended to submit a formal enquiry and to visit the campus before applying. This allows prospective families and students to see the campus, and when appropriate, sit the necessary assessments.

A complete application must be submitted for consideration. The required details are available on the admissions portal. The Admissions Committee assesses all applications and decisions are offered once per month. Admissions decisions are: accept, waiting list, or decline.

16.2 Enrolment & Reenrolment

16.2.1 Enrolment Contract

Parents must read, agree to and sign the school's enrolment contract (including the financial conditions) upon joining the school and each year after being invited to reenrol.

16.2.2 Visa Application

A visa may be required prior to a student's arrival in Switzerland. Families are responsible for applying for the visa. After arrival at school, Aiglon will undertake the application for a Swiss residency permit. The visa is needed for your first entry into the country, but the residency permit will be valid for subsequent travel to/from Switzerland during school trips and holidays. It is updated by the school every two years. For more information about travel, see **12.10 Travel Services**.

16.2.3 Financial Information

The tuition and school fees are updated once per year by the Board of Directors each January. Parents are then asked to agree to the updated fees as part of the reenrolment process. Newly enrolling families should take note that next year's fees are only available from January.

Includes insurances are also detailed in the Financial Information. Note that the insurance coverage is different for boarding and day students; families are encouraged to look closely at these details.

The Financial Information booklet contains all the details related to the school fees, charges, financial information, insurances and payment details.



16.2.4 Re-Enrolment

All families must be invited to reenrol in the school each year.

Reenrolment is contingent upon the student's successful school performance and behaviour. Every January, the school notifies parents whether the student is being invited to reenrol.

Parents must accept or decline the school's offer by 15 February.

Details in case of withdrawal after the deadline are available in the financial conditions.

16.3 Scholarships

Aiglon is proud to be able to support talented and deserving students who would not otherwise be able to afford the cost of an Aiglon education a place at the school. This is funded through a combination of reinvesting operating expenditure, endowment, annual giving funds and private sponsorship.

16.3.1 Eligibility

Aiglon annually offers a small number of full scholarships. These are reserved for families who cannot afford any costs associated with an Aiglon education.

Scholarships are merit-based awards offered to deserving students who are able to reflect the school's guiding principles of mind, body and spirit. Candidates should have a proven track record of high academic achievement, involvement in a range of extracurricular activities and a commitment to self-improvement and challenge.

In the first instance, a student's academic reports are reviewed to determine their scholarship eligibility. Only candidates meeting the academic standards for our scholarship programme will proceed to the testing and interview stage. Some candidates may be invited to test prior to the interview phase.

Scholarship recipients will then be selected after a thorough review of the complete application file and supporting documentation. Scholarships will remain with the student through graduation, pending annual achievement reviews.

16.3.2 Process

Scholarship is overseen by the Scholarship Committee. This committee comprises the School Director, Bursar, Deputy School Director, Director of Philanthropy and Community Engagement, Director of University Advising and Director of Service, Community & Admissions. A former Aiglon scholar is also invited to join the Scholarship Committee on an annual basis. This committee reviews scholarship applications in terms of quality and suitability of applicants.

Aiglon recognises the importance of having a diverse student body and each year the committee will review the balance of scholars in the school. Aiglon places a high value on the inclusion of scholarship students and offering opportunities to those who are deserving or come from situations where they have faced considerable challenges.

16.3.3 Included in a Scholarship

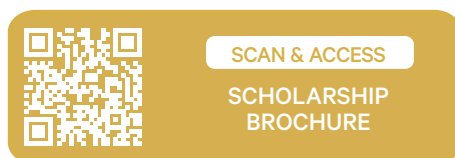
A scholarship award includes tuition fees, plus the extra costs allowing scholars to engage fully in Aiglon life. Provisions are also made to assist in a limited spending allowance and the ability to attend extra school trips.

16.3.4 Supporting Scholars

Scholars are welcomed to the community in the same way as all other students. The school actively supports scholars by pairing them with a buddy, hosting welcoming meetings, ongoing mentorship in addition to the support structures in place for all students.

16.3.5 Timeline & Further Information

Detailed application timelines and full information can be accessed in the school's main scholarship brochure available online.



16.4 Uniform & Kit Packages

16.4.1 School Uniform Packages

All items in the school uniform packages are covered by the initial clothing charge and must be obtained from the school.

16.4.1.1 Number One Uniform (All Years)

Qty	Item
1	Aiglon school blazer
2	White collared shirt or blouse
1	Aiglon silk tie or cravat
2	Aiglon trousers or knee-length skirts

16.4.1.2 Number Two Uniform (Years 2-11)

Qty	Item
6	Aiglon white polo shirt
2	Aiglon navy cable-knit jumper
4	Aiglon beige khaki trousers
1	Aiglon beige khaki shorts (Years 5-9)

16.4.1.3 Sport & Expedition Uniform (All Years)

Qty	Item
2	Aiglon tracksuit top
2	Aiglon tracksuit bottoms
4	Aiglon sports shirt
2	House sports shirt
4	Aiglon sports shorts
1	House hoodie
1	Pack of white sports socks
1	Aiglon red outer jacket
1	Aiglon inner jacket
1	Aiglon ski trousers
2	Aiglon fleece tops
2	Aiglon expedition t-shirts
1	Thermal underwear
1	Aiglon outdoor walking trousers
1	Waterproof over trousers
1	Aiglon waterproof raincoat
2	Discovery sport kit (Years 5 – 9, Manchester City Football Programme)

16.4.1.4 Miscellaneous Items

Qty	Item
2	Laundry bags
4	Sock wash bags

16.4.2 Expeditions Package

All items in the expedition package are also required, but families have the option to purchase this package from the school or bring these items from home.

Qty	Item
1	Sleeping bag
1	Rucksack (frameless, hip belt, 50-55l)
1	Day sack (waist belt, 24-30l)
1	Sleeping mat
1	Head torch
1	Water bottle
1	Pair of gloves
1	Sun hat or cap
1	Sunglasses (Cat. 3 minimum)
1	Warm hat
1	Picnic set (fork, knife, spoon)
1	Buff

16.4.2.1 Recommended Items (Not Compulsory)

Qty	Item
1	Paclite towel
1	Camping pillow

16.5 Clothing & Kit Lists

In addition to the items as part of the uniform and kit packages, students will also need a variety of other clothing and kit. Items with an asterisk may be bought from the School Shop. Footwear is only available during the Aiglon Essentials Fair.

16.5.1 With Number One Uniform (All Years)

Qty	Item
1	Black, formal and plain leather shoes
3	Black socks or tights*
1	Black belt

16.5.2 With Number Two Uniform (Years 2-11)

Qty	Item
1	White, plain leather shoes (Years 9-11) / Black, plain leather shoes (Years 2-8)
1	Black or brown belt
1	Sturdy boots* (winter conditions)

16.5.3 With Inspiration Years Dress Code (Years 12-13)

Qty	Item
3	Smart, business style jackets or blazers (no leather, denim, or large logos)
10	Collared, tailored shirts or blouses
5	Plain fitted jumpers
5	Smart tailored trousers or knee-length skirts with tights
2	Smart, plain shoes or ankle boots

16.5.4 With Sport, PE & Expeditions (All Years)

Qty	Item
1	Outdoor training shoes*
1	Indoor training shoes* (non-marking)
1	Walking boots*
3	Hiking socks*
3	Ski socks*

1	Swimming costume* (1 piece for girls, shorts for boys)
1	Well-fitted sports bra* (Recommended for girls in Year 7 and up. Professional fittings available in the autumn term.)

16.5.5 Ski Equipment (All Years)

For information about ski rentals see **10.4.3 Ski & Equipment Rentals**.

Qty	Item
1	Set downhill skis
1	Ski helmet
1	Ski boots
1	Set ski poles
1	Ski gloves or mittens*
1	Buff or face mask*
1	Back protector* (required for freestyle and racing)

16.5.6 Leisure Clothing (All Years)

Do not bring unnecessary amounts of clothing as storage is limited, see **9.3.7 Luggage Storage**.
Leisure clothing is for use at other times not during the school day, see **8.5 Substance Use**.

Qty	Item
3	Pairs of trousers / 2 skirts or dresses
2	Shirts with collars
3	T-shirts (no big logos)
2	Pullovers or sweatshirts
1	Outdoor jacket (needed all year)
1	Tracksuit
2	Pair of shoes (see handbook for details)
2	Set of smart clothes for cultural trips
1	Party dress / suit for formal events
	Sufficient pairs of socks
	Bath robe, slippers, pyjamas
	Undergarments (sufficient for two weeks)
	Slippers for the classroom (Years 2 - 7)

16.5.7 Miscellaneous (All Years)

Qty	Item
	Toilet articles
1	Umbrella
2	Dictionary* (English / home language)
	Basic pens, pencils, etc.*
	Pencil case*
	Small backpack or shoulder bag*
	Extra laundry labels for personal clothing
	Alarm clock
	Small room decorations
	Adapters/converters for Swiss plugs*

16.5.8 Bedding

Qty	Item
1	Pillow*
1	Duvet*
2	Duvet covers*
2	Pillow cases*

16.5.9 Technology

More information about technology requirements in **Section 14.2 - Laptops & Devices**.

Qty	Item
1	Calculator Years 2 - 8: Not required Years 9 & 10: Casio fx-83CW or Aurora AX-595TV* Year 11 (IGCSE): Casio fx-83CW or Aurora AX-595TV* Year 11 (Pre-IB): Casio CG-50* Year 12: Casio CG-100* Year 13: Casio CG-50
1	Laptop Years 2-4: No requirement Years 5-8: Chromebook (purchased through the school) Years 9-13: Any model (Macbook Air recommended) requiring minimum 8GB RAM, sufficient storage, warranty

The Aiglon Day

Time	Mornings		
07:00 – 08:00	Morning House Routines – Breakfast, Registration, etc. Junior day students should be dropped off between 07:30- 08:00		
		Junior School	Senior School
08:05 – 08:25	Mon	Assembly	Meditation
	Tue	Meditation	Assembly
	Wed	Tutor Time	Tutor Time
	Thu	Assembly	Faith Groups / Singing (alternate weeks)
	Fri	Singing	Meditation

Time	School Day	
08:30 – 09:20	Period 1	
09:25 – 10:15	Period 2	
10:15 – 10:45	Break	
10:45 – 11:35	Period 3	
11:40 – 12:30	Period 4	Lunch (Years 2-4)
12:35 – 13:25	Lunch (Years 5-11)	Period 5a (Years 12-13)
13:25 – 14:15	Period 5b (Years 2-11)	Lunch (Years 12-13)
14:20 – 15:10	Period 6	
15:15 – 16:05	Period 7 (Years 9-13)	Activities - slot A 15:30 – 16:30
16:30 – 17:30	Activities - slot B	Academic support time

Time	Evenings / Years 5-13		
17:30 – 18:00	17:50 - 18:50 Dinner* / House Meetings		Prep time*** Throughout the evening
18:00 – 18:30			
18:30 – 19:00			
19:00 – 19:30	19:00 - 20:00 Activities - slot C Music, Sport, Technology	19:00 – 20:30 Study Hall**	
19:30 – 20:00			
20:00 – 20:30	20:00 - 21:00 Activities - slot D Music, Sport, Technology		
20:30 – 21:00			
21:00 – 21:30	House return times for boarders		
21:30 – 22:00	Lights out in boarding houses		

* Students attend dinner with their house based on a set schedule.

For more information about Study Hall see **7.1.9 Study Hall.

***Students are expected to manage their own schedule and allocate the time they need for prep. See **7.1.8 Prep/Homework** for more information.

Quick Reference - Campus & Village Bounds

For full details and a list of approved establishments students are allowed to visit, see **13.3.1 Campus Bounds**.

Campus Bounds

Students must always request house staff permission and check-out to leave campus. Students should tell staff where they are going and ask if they are unsure about where they are allowed to go.

The bounds are defined by specific campus buildings. Students must not go beyond Le Cerf, Chalet Aiglon, Belvedere, La Casa, Delaware or St Louis without staff permission to leave campus.

Village Bounds

With Chesières permission, students may not go past Le Cerf or over the main bridge. Underneath the bridge and the forest below Delaware are always out of bounds.

With Villars permission, students may not go beyond the Bristol or the Centre des Sports.

Hotel rooms or private residences are always out of bounds without specific staff permission.

Village Permission

Students must always request house staff permission and check-out to leave campus. Junior students must go in groups of at least three, with one student in Years 7-8.

Weekday Village Permissions

Year	Weekday Afternoons	Weekday Evenings	Friday Evening
5-8	Villars Permission 16:00 - 17:00 (twice per week)		
9-11	Villars Permission (no restaurants) 16:15-17:45	Campus / Chesières 20:00 – 21:00 (Year 11, 21:15)	Campus / Chesières 20:00 - 21:30 (Year 11, 21:45)
12-13		Campus / Chesières 20:30 – 21:30	Villars Permission 19:30 – 22:30

Weekend Village Permissions

Year	Saturday Afternoons	Saturday Evenings	Sunday
5-8	Villars Permission 10:00 - 16:00 (once per weekend)		Villars Permission 10:00 - 16:00 (once per weekend)
9-11	Villars Permission 12:00 – 17:30	Campus / Chesières 19:30 – 21:30 (Year 11, 21:45)	Villars Permission Return by 17:30
12-13		Villars Permission 19:30 – 22:30	

During the winter term, Friday/Saturday Villars permission return times end earlier at 22:00.



ADMINISTRATION

- 4 Châlet Forbes Reception Administration
- 9 Châlet Barbey Admissions School Director
- 11 L'Ancienne Gendarmerie Administration
- 20 Châlet Prie Vallon Health Centre
- 21 Padel Court
- 22 School Field
- 23 Châlet Cassette
- 24 Châlet Alpin
- 25 Châlet L'Horizon
- 26 Basecamp and Ski Lockers
- 27 Alpin Chapel

LEARNING

- 6 L'Ancienne Poste Languages
- 8 La Dépendance Cloud Café School Counsellors
- 17 John Corlette Building (CIB) Coding Room Music, Sciences, Maths, IT
- 18 Parsons Building The Hall Centre for Enquiry (CFE) ET Lab (Emerging Technologies) English, Humanities
- 19 Moghaddam Campus Hub The Auditorium The Restaurant The Studio
- 21 Tony Jasharnal Sports Centre School Shop Asaad Zahid Fitness Suite Kadoh Expeditions Centre Vasily and Olga Shakhnovsky Sports Hall South Lawn
- 24 Music School Future Site (under construction)

HOUSES

- 21 Alpina Art Alpina Court
- 24 Belvedere Belvedere Football Pitch
- 19 Clairmont Delaware
- 18 Exeter Exeter Centre Exeter Fitness Suite
- 9 Le Cerf
- 20 St Louis
- 19 Le Trient AIR Lab (Applied Innovation and Robotics) Business and Economics
- 22 La Balta Junior School
- 24 La Casa

- Historical Campus Tour
- Other
- Buildings off map