

BULLETIN



BOARDING SCHOOLS' ASSOCIATION ISSUE 49 - JAN 09

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FOR DISTRIBUTION TO THE HEAD, THE HEAD OF BOARDING, THE DEPUTY HEAD

Register Now! 2 February 2009

UK Border Agency has promised that schools which have registered by 2 February 2009 to be sponsors of international students will have their applications processed in time for 30 March 2009, the launch date of Tier 4 of the Points Based system of immigration.

Schools may of course register after 2 February, but those applications may not be processed so swiftly. Indeed, if that is when the volume of applications is made, delays would not be surprising.

BSA and ISBA in August joined forces to commission as a guide for Heads and Bursars a digest of the UK Border Agency Statement of Intent on Tier 4 student entry. Copies should have reached Heads and Bursars early in the Autumn term. UK Border Agency is now in the process of refining its guidance for would-be sponsors and ISC, BSA, ISBA and AGBIS were all represented at a mid-December meeting in London at which extensive discussion of the detail for independent schools and students took place.

For the moment, we have been instructed that these discussions remain confidential. Certainly, UKBA personnel took away with them any concerns expressed by the independent schools' party for further consideration, such as the schools' preference for offers to be conditional upon examination performance, and anxiety about the cost of multiple applications for visas if new ones are required as a student progresses from prep to senior school and then to sixth form.

We will keep schools informed as fully as possible as developments occur. But watching the UKBA website is vital, since changes, developments and guidance may well emerge there first.

Meanwhile...

- Register by 2 February 2009
- Expect a visit to approve your application (though not necessarily)

- Appoint a web-watcher, a senior colleague who will undertake to go to UK Borders website daily to check what's new; UK Borders believes the web is the best way to disseminate information and they release information fairly frequently as they roll out the 5 Tiers
- It is worth down-loading, reading and learning by heart the Statement of Intent for international students

Tier 5

- Schools need to register twice if intending to bring in personnel under Tier 5 as well as students in Tier 4
- Gap students for 2010 will be under Tier 5
- Gap Year Entry visas are being swallowed into Youth Mobility Scheme visas, available for 2 years, but the year cannot be divided (e.g. a year before university, a second after graduation – cannot be done)

- YMS is available to young people aged 18+, not, so far as we know, to 17 year olds
- Note that many Queenslanders were 17 when they arrived in Britain.
- A 'Gap' student may come for one year without affecting entitlement to the full Youth Mobility Scheme (YMS) visa if he/she comes as a voluntary worker in a charity (e.g. independent school which is a charity)
- A voluntary worker cannot be paid – see details in National Minimum Wage Act
- A 'gap' assistant with a British passport may be unaffected by these regulations

H. Moriarty
National Director



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Many schools expressed interest in the Slovak Scholarship Scheme last summer term. Several actually took the plunge. We are grateful to Rachael Hodgson at Howell's School, Denbigh in North Wales for her view of the venture, and to her pupils for their personal accounts.

Thanks also to Richard Farmer at Kilgraston School in Scotland, whose contribution reached us too late for print.

As part of the Slovakian Republic Scholarship Scheme, Howell's School currently has four students in the Lower Sixth Year group. Veronika, Maria, Barbora and Katarina are a true credit to their country and their ability is a reflection of the excellent standard of the Scholarship Scheme itself. All four girls have integrated seamlessly into our whole school community.

They take an extremely active role in enrichment activities throughout the week and at weekends as well as contributing in a most responsible manner to life within their boarding house. Academically, they are following very different programmes and as their mastery of the English language continues to develop on a daily basis, they are going from strength to strength.

All four girls will take examinations in their respective subjects in AS level at the end of this academic year. I would recommend any school to become a part of this scheme: the girls are a true delight to work with and as Barbora came into my office earlier this week saying, "I have just come to 'pop in' to speak to you," they revel in their understanding of broader aspects of the English language as well! Our only disappointment is that they are with us for one year only and will probably not be able to follow their studies through to completion of their A2 level examinations.

Miss Rachael Hodgson
Principal
Howell's School
North Wales

Howell's School and Us

Everybody has dreams and we are no exception. To study abroad, especially in an English speaking country, was what we were longing for.

Last year it was the first time that the Government of the Slovak Republic was offering scholarships for studying in foreign countries, especially for those students who could not afford it.

Although we did not know each other before, we acted and approached the situation offered in the same way. As soon as we heard about it, we realised that it was a unique opportunity to achieve our greatest ambition. We devoted much time and put a huge effort into finding as much information as possible and into filling in application forms, which was as important as having good school results, sufficient knowledge of a foreign language and possessing general abilities. Finally, we were informed that we had been chosen to study in the United Kingdom, exactly in Wales at Howell's School.

It was at the airport where we met for the first time and we were both full of enthusiasm as well as a little bit anxious about getting off the plane and realising that what was before only a dream, came true.

Although we saw a lot of pictures of the school as we visited the school website almost everyday, we could still not believe it. The school buildings, surroundings, everything seemed to us so wonderful, almost magical.

It is true that we miss our family and friends, but since we arrived here we have not been experiencing feelings of loneliness. People in boarding house, including students with whom we made friendly relationships, and mainly our housemistresses, are those who make us feel better and help us in every difficult situation. It is the reason why the boarding house plays such an important part in our lives. It simply became our new home.

We were quite excited about preparation for the first day in school. One of the main reasons was the school uniform, as wearing it is unusual in our country.

After the first day in school, when we had started to get acquainted with other students, teachers and staff, we found out that there was no reason to be worried.

Making a decision about choosing the subjects to study was not easy, but gradually, as we are getting used to the new school system and the first term is nearly over, we realise the decisions we made were the right ones.

Obviously, we had difficulties with English at the very beginning, but with the help of teachers and staff who try to do everything possible for us in every way, we feel that we are improving every single day.

Just like the teachers, the girls in the school have been helping us with every-day school duties since we came here.

The Assessment day was the first time when we really needed to prove that we deserve being here. As a whole, we were satisfied with our results although we know that there is always much to improve.

We can deduce that not only school work is important, but also all those extra-curricular activities which enrich our personal life. Students have so many possibilities. They can choose what to do from a wide range of activities including different types of sports, dance or singing in the choir.

Although we have been here for a short time, we try to take part in as many of them as possible. One of those which really interest us is Young Enterprise. It gives students the opportunity to test their ideas, skills and ability to cope with difficult situations. It may also help us to make the right

decision about our future career.

Almost every day at school starts with Assembly, where an up-to-date topic is discussed. This is very useful, as it provides us with the chance of reflecting about the ideas brought forward and discussing them between ourselves.

The students support different types of charities, for instance Jeans for Genes or Operation Christmas Child, when we were filling shoe boxes with little presents for children in need.

Recently, the Production of The Wizard of Oz took place, which

brought the feeling that Christmas is so close. Through decorating the Christmas tree we were taught a lot of new vocabulary. One of the terms which we bear in mind and surely will not forget is "bauble". As Christmas is approaching we are really looking forward to going home and seeing our family and friends. However, even now we are already curious about what will the next term bring.

Simply, we are glad to be students at such a perfect school.

**Thank you...
Maria and Veronika**

Badminton Opens New Boarding House

High Sheriff of Bristol, Professor Richard Hodder Williams, opened Badminton School's state-of-the-art new boarding house on Wednesday 3 December.

Professor Hodder Williams was the former Chair of Governors at the leading girls' school in Westbury-on-Trym. He unveiled a plaque to mark the occasion in the company of the Headmistress, pupils and governors.

Three-storey Sanderson House is home for 94 boarders in years 9, 10 and 11. It offers boarders first-class facilities including light bedrooms, common rooms with far-reaching views across the Bristol Channel, multi-media entertainment and kitchen facilities.

Badminton School Headmistress, Mrs Jan Scarrow, said: "Badminton is leading the way in girls' education in the UK not only in terms of what and how we teach but also in the facilities we offer. We listened to what both our boarders and day girls wanted and have worked with top class architects and interior designers to make this vision a reality."



Girls entering Sanderson House



L-R Jessica Hung, Professor Richard Hodder Williams, Headmistress Mrs Jan Scarrow, Sonya Churilina and Charlotte Carter (all girls are boarders who live in the House)

334 Comes to Hong Kong Secondary Education

BSA is grateful to Anne Rimmer at the Hong Kong Agency Dolphin UK for this article about changes in the Hong Kong education system, coming in September 2009. Obviously it is difficult as yet to predict the impact on boarding schools.

No doubt the picture will clarify in the months to come. But Ms Rimmer's article reminds us of the changing market in which boarding schools operate and offers a glimpse of how China appears to expect more of its pupils than the formal acquisition of a body of knowledge. The 'Other Learning Experiences' in particular make interesting reading. We hope you find it useful.

HM

Hong Kong will be implementing a new secondary education in September 2009. There will be changes to both the structure and curriculum.

Current Structure

The current structure is similar to that of England. There are two sets of public exams, the first are sat at the end of Secondary 5 (the HKCEE), and the second at the end of Secondary 7 (the HKALE). This is followed by a three year undergraduate degree.



Hong Kong

New Structure

Under the new structure a student's Secondary education will be completed after 6 years rather than 7. The new structure is being referred to as '334' – 3 years of Junior Secondary and 3 years of Senior Secondary, followed by a 4 year undergraduate degree. There will only be one public examination, taken at the end of Secondary 6.

Why Change?

The reasoning behind the elimination of one of the public examinations is that more space and time will be created for students to enrich their learning experiences and thus contribute to the enhancement of learning effectiveness. Students are currently able to leave school after their HKCEE, so may only receive 5 years of secondary education. Under the new structure all students will receive 6 years of secondary. By increasing the length of the university undergraduate programme it is thought students will be provided with a more balanced and comprehensive education for whole-person development.

Core Changes

The New Senior Secondary (NSS) curriculum will also differ from the current one. At the moment, students take 7 to 9 subjects for HKCEE and 4 to 5 for the HKCAL. All students are required to take 3 core subjects for their HKCEE – Maths, English Language and Chinese Language – and to choose between either Art or Science subjects from Secondary 4 onwards. For their AL students must take 2 core subjects – English Language and Chinese

Language – and 2 to 3 further subjects in either the arts or sciences.

Flexibility

The new curriculum is both more diverse and flexible than the existing one and will more effectively cater for students differing needs, interests and abilities. There are three components to the NSS curriculum. Firstly, students must take 4 core subjects rather than three, the additional subject being Liberal Studies. The aim of this additional subject is to broaden their knowledge base, strengthen their multi-perspective and critical thinking skills and develop their independent learning abilities.

In addition to the four core subjects, students will also take two to three further subjects chosen from 24 elective subjects and Applied Learning courses. Applied Learning courses are courses with a vocational orientation such as 'Business, Management and Law' and 'Media and Communication'.

Other Learning Experiences (OLE)

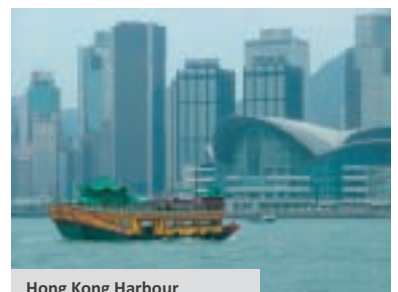
The third component is Other Learning Experiences. This will

include areas like 'Moral and Civic Education' and 'Community Service'. Due to the emphasis on student participation and learning experiences in this component there will be no examinations, instead students will prepare a Student Learning Profile in which they will be expected to demonstrate their competencies and personal qualities and reflect their performance in the OLE's acquired. It is hoped that this new curriculum will foster the ability to apply what has been learned, this being more important than the accumulation of information and rote-learning that has characterized Hong Kong's educational system in the past.

Regarding the recognition of the new Hong Kong Diploma of Secondary Education (HKDSE), the Hong Kong Assessment and Examinations Authority (HKEAA) will continue to work with Cambridge International Examinations to secure benchmarking of the HKDSE with UK qualifications.

Implications

The implementation of the NSS could have implications for when Hong Kong parents choose to send their children to study in the UK. At present, a favoured path for students to take is to complete their HKCEE in Form 5, when they are sixteen, and then move to the UK for the sixth form. However, the elimination of this examination means this option



Hong Kong Harbour

will no longer be available. It is likely some parents will wish their children to sit public examinations in Hong Kong before making the move to study in the UK. If this is the case it means they will not be coming to the UK until after Secondary 6.

Although in Hong Kong this is the point at which they go to University, if they wish to complete their undergraduate studies in England this may present a problem. They will have received a shorter secondary education than their British counterparts, and may not have reached the educational level necessary to gain a place at a British university. As a result, there may be an increase in demand for both A Level and University Foundation courses.

Anne Rimmer
Dolphin Education

Review of Safeguarding

In November, BSA was asked to contribute to the high level review of safeguarding in boarding and independent schools being conducted by Sir Roger Singleton, ready for report to government in February 2009.

The Chairman, Melvyn Roffe (Wyndham College, SBSA) and the National Director, Hilary Moriarty, spent two hours with Sir Roger and his DCSF colleague, Jan Stockwell.

Matters discussed included

- The role of BSA, supporting schools in safeguarding
- The adequacy of current arrangements for safeguarding children in boarding schools
- The boarding schools' experience of inspection of boarding
- Linkages between schools and child protection personnel beyond schools

- The Association's view of safeguarding and any guidance offered by the Association
- Pupil in boarding – are they particularly vulnerable?
- Sanctions and school cultures – do they create a potential for abuse?

Member schools have been sent a questionnaire composed by the reviewers (either by ISC or by SBSA) for direct return to Sir Roger.

We hope that schools took the opportunity to report their own observations on this vital issue for schools and thus contribute to the review.

HM

British Council Comes to Court

British Council has been courting boarding schools with the promise of market information, representation overseas, exhibitions in key markets, and fairs to be held in this country at which boarding schools can meet agents from overseas.

It is good to see British Council trying to reverse the recent trend for schools not to be involved with it, nor it with them. British Council has been seen by schools, rightly or wrongly, as far more concerned with further and higher education than with schools. But the world market for education is hotting up. Probably British

Council is aware that universities particularly value overseas students who have come through the British boarding system – they know the curriculum and they really know the language before they are confronted with first year degree work. So British Council really wants to help schools develop their overseas markets.

Unfortunately, the cost is quite high at just under £2000, and going to the fairs, so to speak, will cost in addition (but double if you have not already joined up).

We have begun discussions about the possibility of BSA going to overseas exhibitions to represent British boarding in general. No decision has been made as yet, but schools might like to know that the first of these overseas exhibitions is likely to be in March, in Korea.

HM

PRE- INSPECTION SUPPORT

BSA is happy to advise member schools in advance of an Ofsted welfare (boarding) inspection. We are able to facilitate a SWOT analysis, a Review of a previous Inspection Report and/or a Self Evaluation of existing provision against the new ECM Outcomes. Alternatively we can lead a general discussion about the new OfSTED inspection regime and how best to prepare for an inspection.

A visit and meeting with senior staff is chargeable at:

Half Day - £100
+ travel expenses

Full Day - £200
+ travel expenses

INSET

INSET involving larger numbers of staff would be chargeable at:

Half Day - £220
+ travel expenses

Full Day - £440
+ travel expenses

For further details or to arrange a visit, please contact BSA at:
bsa@boarding.org.uk

I was fortunate in Australia to be able to visit Knox Grammar School, just north of Sydney. My meeting with Martin Gooding, Dean of Staff and Gap Co-ordinator, gave me a glimpse of the other side of the GAP business. Martin was kind enough to agree to write the following to share his thoughts with staff in schools which receive GAP assistants.

BSA is delighted that every year more than 400 GAP assistants attend the BSA GAP Assistant Induction days, which give them a crash course in the basics of working in a boarding school. If Martin's figures are correct, we are reaching just 20% of such assistants.

When you read this, there is just time to book your GAP Assistants onto one of the 10 induction days in January. We are sure both the GAP assistant and the school will benefit for the rest of the year.

Mind the GAP

For many young Australians, a GAP year in the UK is a sought after experience. A mix of work and adventure, for most it is a time of wonderful learning and growing, a defining moment; for some, however, as they struggle with themselves and their behaviour and/or the conditions under which they work, it clearly is not.

GAP year success depends on a number of factors, notably the attitudes and expectations of both the Gappie and the School. So what does Knox Grammar School, which has run a school-organised programme for over twenty five years, and currently sends approximately 20 boys per year to the UK, expect for its ex-students, and how does it prepare them for their year, in an attempt to ensure success?

In brief, we carefully select our Gappies; they must apply in writing with CV and supporting evidence of their suitability, and all are interviewed at least once. Selection is based on the qualities we – and our host schools – consider important to success: proactivity, responsibility, initiative, organisation, the ability to

relate to people, and to deal with different situations and contexts.

In addition, because the programme is an established one, we are able to attempt to match those selected with schools which would suit them



Knox Grammar School

and who want a skill set which they possess. Our school offers opportunities in a vast array of academic, sporting, co-curricular and cultural areas; we want to send Gappies who are representative of that breadth, to schools which appreciate that breadth, and provide it to their own students.

We, our parents and our Gappies thus expect to work, but in a structured and supervised environment; they expect to do administrative tasks – the proverbial photocopying or filling envelopes and the like; although most of our Gappies do not have boarding experience, they expect and look forward to duties in boarding houses; they expect,

and really enjoy, working in the sporting programme; but they also expect opportunities in other areas of skill or interest, such as CCF, music and drama. The particular balance between all these areas will depend on the school, but it is important that Gappies do get some breadth of experience.

Our Gappies may be dealing with students from 5 to 18 [in some cases older than they are], which is an exciting notion, but also potentially fraught with danger. Both the UK and Australia have strong child safety and protection regulations, as well as laws pertaining to harassment, discrimination and so on in the workplace. We teach our GAPs about these areas, in an educative way as well as to warn them; we expect our host schools to similarly induct our GAPs and provide clear advice and direction.

Our Gappies go to schools in Wales, England and Scotland, schools at times vastly different in tone and in organisation, with different cultural and social identities. In addition, many are quite isolated. We do try to prepare our Gappies for this, but it should form part of an induction process, just as schools would assist a new student.

HM

Schools also pay differently, and the difference between our highest and our lowest paying schools is surprisingly large. This does not always matter, as our families do expect to have to contribute at some stage during the year, either as a "subsidy" or paying for a holiday or whatever. But host schools do have some flexibility, and ought to be mindful of the needs of Gappies to socialise, travel, meet with other Gappies and so on. It is not enough to simply say, "but they get full board and lodging".

In visiting our host schools in early 2007, I was surprised by the number of Gappies schools will have, and by the large number of Gappies from all over the world, but principally Australia, New Zealand and South Africa, who had applied and been appointed "on spec". This would seem to place more responsibility on the host schools to supervise the team carefully to ensure that the team functions as a team, and to ensure that those who do not have the benefit of education and preparation sessions before departure and of a sound knowledge of the school passed on from past Gappies at the school, are

appropriately looked after. By no means has every Knox Gappie succeeded; some have let themselves down, some have let their school down; some both, and spectacularly! Good communication between schools, and parents, has averted problems on several occasions, as most situations are [merely] a case of Gappie and school becoming accustomed to their joint situation, and the obligations both parties bring to the table. Of course, if the Gappie arrives "on spec", then communication between school and parents is strongly advised. Most real problems have festered, rather than been addressed early on in a clear and sympathetic manner.

Changes to the UK visa system, with the GAP Visa disappearing and Gappies entering the UK through the Youth Mobility Scheme portal will place some pressure on the situations and wages of Gappies. They will be more than ever employees in the usual sense. The fact that there are over 2000 Gappies in the UK at any one time, and the fact that so many schools have teams of Gappies, would indicate their usefulness. Perhaps the

economic downturn in the UK will lead schools to believe that they cannot afford Gappies, or paradoxically that they can only afford Gappies for some duties; it is hard to imagine schools cutting back on services, even in lean economic times.

In response to the Visa changes it would seem appropriate for host schools in the UK to develop an agreed set of standards regarding the employment of Gappies; standards which address the issues of induction and education; duties, including what are reasonable hours, and supervision; safety and child protection; housing and other conditions; welfare; and, most importantly, what is a reasonable wage, one which takes into account the type and nature of the individual school, but one which also takes into account the nature of the Gap experience itself, and the undoubted benefits which flow from having Gappies in the school.

Australian students – certainly the ones from this school – remain as keen as ever to go to the UK on GAP. So let's "Mind the Gap".



Martin Gooding
Dean of Staff
GAP Coordinator
Knox Grammar School
Sydney, Australia



Congratulations

PA's to two Headteachers of boarding schools were honoured in the 2008 'Headteacher's PA of the Year' competition organised by SecED and sponsored by International School Award and NAHT.

At a glittering lunch in London's Landmark Hotel in November, Jane Hibberd, PA to David Booth at Shaftesbury School in Dorset, received her Highly Commended award. In his citation for Jane, David commented on Jane constantly 'going well beyond what might be reasonably expected,'

including 'turning up over a weekend before a new School year to deep clean a brand new building because the Local Authority failed to organise cleaners.' David concluded, 'She is priceless... and nobody is more deserving of this prestigious award.'



PA of the Year Jane Hibberd
Photo by Dominic Parkes (www.dompics.com)



Sharon Dow winning the Silver Award
Photo by Dominic Parkes (www.dompics.com)

Winning the Silver Award was Sharon Dow, PA to Andrew Hunter at Merchiston Castle School in Edinburgh. Andrew wrote, 'Sharon is right at the heart of Merchiston. That it is flourishing is in no small measure due to the way in which she tackles her huge remit, which has grown because of her considerable abilities in so many areas, but more important than this her warm and generous personality counts for so much, making her so effective and a good friend to many.'

BSA is convinced that whatever the merits of PAs to Heads of day schools, the likelihood is that a PA to a Head in a boarding school will frequently be going the extra mile, contributing far more than the Head has a right to expect, helping to make the

Head's life manageable and the school run as he or she intends.

If yours is a PA to be proud of, please consider nominating him or her when the competition for 2009 opens in January. Even if he or she won no prizes, it would mean a great deal to anyone to know you valued them enough to make the nomination.

HM

Photos by Dominic Parkes
(www.dompics.com)

Tales from Ofsted...

BSA office has been contacted in recent weeks by schools with two areas of apparent concern in their Ofsted welfare reports:

- The requirement to have written policies re. Spouses and/or families of resident staff
- Failing on 'Being safe' because staff had been allowed to begin employment before their enhanced CRB check was through

Since these issues have been raised in more than one school,

it is hard to know if they are the particular hobby-horses of one lead inspector, regional quirks or national policy. If the latter, it has not, to our knowledge, been widely advertised.

Devising a policy for the families of resident staff should not take too long, and schools reading this and not in possession of such a policy can easily remedy the shortfall, with appropriate risk assessment and consultation with appropriate parties.

But the 'No CRB, no start work' could be more difficult. In at least one case, when the Head pleaded that the person in question was supervised, the response was, 'If you have to supervise them, you shouldn't employ them. Do not start them until the CRB is through.' Full stop, as they say.

This will certainly cause difficulties for schools with GAP Assistants arriving in January, probably immediately resident in schools, even if their duties are curtailed, and with CRBs not available until the assistant lands in Britain.

Particularly in today's climate, with the safeguarding review going on and public outcry about failure to protect children at risk in the community, BSA can only alert schools to the problem and urge extreme caution.

Day Seminar

Honoree Gordon, National Point of Reference for Boarding at Ofsted, has agreed to present a seminar for Heads of independent boarding schools on the subject of Ofsted's welfare inspections of boarding. We will notify schools of when and where as soon as details are finalised.

PROFESSIONAL DEVELOPMENT UPDATE

Training and Qualifications for Boarding Staff

What is available?

BSA currently offer boarding staff the opportunity to gain university recognised certificates at two levels:

- **Professional Practice Certificate (Boarding Staff) Level HE1**

This Certificate is designed for non-graduate boarding school staff.

- **Professional Development Certificate (Boarding Education) Level HE3**

This Certificate is designed primarily for teachers and other graduates.

Participants should have a minimum of two years' full-time experience of Higher Education or the equivalent.

These courses form part of the Roehampton University School of Education Professional Development programme which is designed specifically to meet the needs of staff working in education via a blended learning model of distance learning and study days.

What does the Course consist of?

These courses are designed to meet the needs of staff within the boarding sector and therefore are organised and structured to provide maximum flexibility for students. There are two parts to the courses each consisting of 5 Study Days and an end of module assignment which is marked and submitted to the University for assessment against its Programme criteria. Successful completion of the two modules will result in the award of the full Certificate (at the appropriate level) by the University.

Part 1 – Pastoral Care/Boarding Welfare

All students complete this module which focuses on the key aspects of pastoral care and welfare of boarders. Topics include:

- Pastoral Care Adolescent mental health issues and self harm
- Conflict resolution
- Child Protection in relation to Information Technology in the boarding environment
- Emotional intelligence
- Coping with bereavement and grief
- Support for and assimilation of vulnerable children.

Part 2

Students have a choice of 3 modules:

Boarding Management

Topics include:

- Development of teams
- Risk assessments
- Crisis management
- Leadership and management of senior pupils
- Management of pastoral/welfare issues

Health & Development (aimed at matrons)

Topics include:

- Growth & development
- Understanding adolescence
- Bereavement, Loss & Divorce
- Life Tasks, the Family and Challenges during Development
- The Welfare Needs of Children with Learning Difficulties

Nursing Issues

Topics include;

- Medical & record keeping
- Health education/promotion
- Assessment of minor illnesses
- Legal and ethical framework
- Medication and related issues

End of Course Assessment

Both Parts of the course are assessed; students must submit assignments within a set timescale which are marked by the course tutors and then moderated by the University.

Mentor Support

When a student enrolls on the Certificate course, schools commit to providing a Mentor to support them throughout. BSA run a number of Mentor Training events to help them with their role. See the BSA website for details.

Course Attendance & Costs

Students have a number of opportunities to start these Certificates; Part 1 Modules are run across the AY and regionally. Students must attend 5 x study days for each module. These modules have two costs elements: a registration fee (for Roehampton University) and study day attendance charges. Students/schools must pay both prior to Day 1 of the module. They would then pay the same fee/costs for the second module.

Details of the programme with costs are available on the BSA website: www.boarding.org.uk

Alex Thomson

Director of Training

Professional Development Training Spring and Summer Terms

Induction Training for Gap Assistants

London

12 / 13 / 14 / 19 / 20 / 21
January 2009

Bristol 16 January 2009

Leeds 23 January 2009

Birmingham 26 January 2009

Swindon 27 January 2009

These seminars will be limited to 40 delegates each, and will cover what the law requires; what the school and the house can reasonably expect; relationships and communication with pupils.

Presented by

Helen Holland,
Counsellor and Trainer
with a team of BSA Tutors

Pam Baillie,
Assistant Training Officer

Cost £100

Child Protection

De Vere Holborn Bars, London
Tuesday 3 March 2009

This seminar is intended for boarding school staff needing to raise their awareness of child protection issues and the requirement for safeguarding welfare and responding to concerns.

Presented by

Alex Thomson,
BSA Director of Training

Cost £150

North Of England Pastoral Courses

For staff new to boarding

Holiday Inn Royal Victoria, Sheffield
Monday, 9 March 2009

Novotel Hotel, York
Tuesday, 12 May 2009

These seminars are intended for all relevant boarding staff.

The March day will consider strategies for resolving conflict and reducing bullying, and developing responsibility and initiative in boarders.

Presented by

Helen Holland,
Counsellor and Trainer

Pam Baillie,
BSA Assistant Training Officer

The May day will cover mental health issues and self-harming behaviours, and will develop strategies for resolving welfare problems.

Presented by

Jackie Cox,
Psychologist and Counsellor

Pam Baillie,
BSA Assistant Training Officer

Cost £150

The 11 to 13 Transition

Managing the move from
preparatory to senior school

de Vere Holborn Bars, London
Thursday, 12 February 2009

This seminar will be of interest to those working in prep schools, as well as those running houses in senior schools taking new boarders at age 11 or 13, and senior managers responsible for the induction of new boarders in senior schools. The day will consider child development issues, the nature of transition and homesickness, and the importance of effective management of induction processes.

Presented by

Margot Waddell,
Child Psychologist, Tavistock Clinic,

Pam Baillie,
BSA Assistant Training Officer

Cost £150

Assessment and Diagnostic Skills for Minor Illnesses and Injuries

de Vere Holborn Bars, London

Wednesday, 18 March 2009

This session is for qualified nurses working in boarding schools, and will cover and reinforce diagnostic skills for treatment of a range of minor illnesses and injuries. There will also be opportunities for discussion in small groups, working on a range of case studies.

Presented by

Dr Karen Leeson,
GP and Medical Officer,
Moir House School for Girls

Cost £150

Managing Difficult and Challenging Behaviour

De Vere Holborn Bars, London

Thursday, 21 May 2009

This seminar is primarily intended for non-teaching staff, but could also be useful and relevant for younger and inexperienced teaching and boarding staff. It will develop behaviour management strategies and communication skills for dealing with difficult and challenging pupils.

Presented by

Helen Holland,
Counsellor and Trainer

Pam Baillie,
BSA Assistant Training Officer

Cost £150

Meeting Boarders' Emotional Needs

de Vere Holborn Bars, London

Thursday, 14 May 2009

This seminar is intended for all staff with responsibility for boarders' development and welfare, and will provide an overview of mental health issues in growing children, focusing in particular on self-esteem, behaviours associated with stress and anxiety, and the ways in which boarding communities can provide appropriate support.

Presented by

Jackie Cox,
Psychologist and Counsellor

Pam Baillie,
BSA Assistant Training Officer

Cost £150

Marketing Boarding in Your School

de Vere Holborn Bars, London

Tuesday, 9 June 2009

This seminar is intended for all those interested in promoting boarding education in their schools. The focus will be both on the internal activities needed to identify and refine the 'product' as well as the external process of marketing the boarding experience.

Presented by

Russell Speirs,
RS Academics Ltd,
Education and Marketing Consultants

Cost £150



If you would like in-school INSET on boarding matters, please contact Director of Training, Alex Thomson, at training@boarding.org.uk.

Starts and ends of terms are inclined to be busy. If you require such a session in September, please contact either Alex or the office at office@boarding.org.uk as soon as possible.

Prep School Boarding Issues

Dragon School, Oxford
Tuesday, 16 June 2009

This study day is aimed at boarding staff working in prep schools, and will discuss particular boarding and welfare issues related to the younger boarder. Topics covered will include communication, managing activities, preparing for the move to senior school, and the impact of new technology. There will also be opportunity to visit the school's boarding accommodation.

Presented by

Pam Baillie,
BSA Assistant Training Officer

Rupert Blencowe,
Head of Boarding, Dragon School

Cost £150

Further details, programmes and application forms appear on the BSA website.

Further details of location and a map will be sent with the acknowledgement of applications received. Location of venues and maps will also be posted on the website.

Applications cannot be processed unless accompanied by payment. The cost of all day seminars is £150, except where otherwise indicated.

Cheques should be made payable to: - Boarding Schools' Association Ltd

Applications from schools not in membership of BSA should add 25% to the fees indicated in the programme (GAP TRAINING and STUDY DAYS: £125; ALL OTHER COURSES: £188)

Start time: 10:30 (coffee and registration from 10:00)

Finish time: 15:45

Many of the programmes for these Day Seminars can be tailored to the needs of individual schools or groups of schools and delivered as INSET. For more information contact the BSA.

Notice of New Day Seminars

BSA is planning to run the following additional/new Day Seminars.

Preparing for an OfSTED Boarding Inspection

Date in June/July 2009 - TBC; details to follow

A Workshop based training day in central London aimed at SMT and Heads of Boarding who need to sharpen up their knowledge and skills in preparation for one of the new style OfSTED Boarding Inspections.

e-Safety and Cyber Bullying Day Conference

Date TBC; details to follow

BSA is planning to hold a day Conference which will cover:

- The e-World of Today's Children
- On-line Threats & Safety
- Cyber Bullying
- Developing an Anti-Bullying Culture
- Managing Electronics & IT in the Boarding House

New to Boarding Management

Date in June/July 2009 - TBC; details to follow

A Day Seminar aimed at staff new to boarding management or appointed to such a post but yet to take up the role. This Seminar will focus on the Legal Framework, the ECM Agenda and NMS and the practicalities of managing, boarders, staff and houses.

Commendation for BSA Course

It is very gratifying to see in at least one recent Ofsted welfare inspection report of a boarding school that the school was commended for the fact that the Head of Boarding had completed the BSA Roehampton-accredited Professional Development course.

Increasingly, Ofsted inspectors seem to seek assurance that boarding staff are trained as well as generally competent. School interested in enrolling staff on these courses should contact the Director of Training, Alex Thomson on training@boarding.org.uk.

Heads on the move

We wish all the new Heads every success on their appointment.

We thank their predecessors for their service to BSA and SBSA schools and wish them every good fortune in the future.

New Heads in September 2008



The Hammond School (ISA)
Mrs Maggie Evans, formerly Director of Studies of Elmhurst School for Dance was appointed Head of The Hammond School following the retirement of Mrs Polly Dangerfield.

New Heads in January 2009



Edge Grove School (IAPS)
Mr Mike Davies, formerly Headmaster of Perrott Hill School has been appointed Headmaster of Edge Grove School where Mr Kevin Doble has been Acting Headmaster since the Autumn Term.

If your school has a new Head starting in 2009, please let us know and we will include the details in the relevant Bulletin.



Orwell Park School (IAPS)
Mr Rowland Constantine, formerly Deputy Headmaster of New Beacon School has been appointed Headmaster of Orwell Park School where Mr Brian Hunt has been Acting Headmaster since September 2007.

St David's College, Llandudno (SHMIS)
Mr Stuart Hay, formerly Deputy Headmaster and Acting Headmaster of St David's College has been appointed Headmaster of St David's College.

Praise be

The Head's PA of the Year Award was a wonderful reminder of the positive effect of praise.

Schools know the positive effect of praise on children and the annual teaching awards provide scope to recognise excellent teachers.

But few teachers will go as many extra miles as boarding staff. How are they appreciated?

BSA training days and professional development

courses provide real opportunities for staff to grow. If your staff have completed these courses, I hope the praise was very public. If they are in the middle of the course, I hope they feel the warmth of the Head's interest and encouragement.

They are definitely worth it.

HM



SPECIALISTS IN RECRUITMENT
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Please check our website for available positions, this year and next - www.greycoatplacements.co.uk

Alternatively, if you are a school needing help to fill any pastoral care position we have an array of candidates available.

Please visit above website for more information - we are here to help in any way we can.

2009 Conferences at a glance

Annual Conference for Housemasters and Housemistresses

January 2 - 4 Cheltenham Chase Hotel

SBSA Annual Conference

January 18 - 19 Brymore School, Somerset

Annual Conference for Deputy Heads

January 29 - 31 Chesford Grange, Nr Warwick

Annual Conference for Headteachers

May 5 - 7 Oxford Belfry Hotel, Thame, Oxfordshire

Annual Conference for Matrons and Medical Staff

July 13 - 15 University of Leicester

For further details, please contact the BSA office on 0207 798 1580 or office@boarding.org.uk



**HAVE YOU
HERD?**

The 2009 SBSA Annual Conference

will take place at Brymore School of Rural Technology, in Somerset from 18 - 19 January.

One of the highlights will be the Conference dinner, with all food courtesy of Brymore School and local suppliers. **Bring your wellies!**

Merchiston Introduces New Sixth Form Boarding House



Merchiston Castle School, Edinburgh, is currently putting the finishing touches to a new £9 million Sixth Form House, which will be known as Laidlaw House in honour of its main benefactor. Boys have already started to move into the House, with all of the Sixth Form boarders and their Housemasters moving in at the start of term in January 2009.

The House offers 126 en-suite bedrooms made up of single and double rooms, with stunning views of Edinburgh and Fife. There are modern spacious kitchens, a gym and large open plan social spaces with floor to ceiling glass walls that create a feeling of space and light.

The School is the only boys' independent boarding school in Scotland, and this year has been celebrating its 175th anniversary of educating, inspiring and

developing pupils both in and out of the classroom. The new Sixth Form House will offer an exceptionally high standard of boarding accommodation.

Headmaster Andrew Hunter commented: "At Merchiston we aim to be as flexible as possible to suit parents' work and social arrangements. The flexibility in our boarding arrangements appeals to a wide range of families. The new Sixth Form House will offer the boys enhanced independence in separate en-



Sixth form boys outside the new Laidlaw House at Merchiston Castle School, Edinburgh

suite bedrooms, along with the added benefits of living in a brand new modern House."

Academically, the School is mainly geared towards the English examination system leading to GCSEs and A levels; in 2008 the A-B rate at A Level was 79%.

The current Sixth Form boys

are eagerly awaiting the move to the new House; one commented: "The accommodation will be more like halls, preparing us for university life and there are fantastic views across Edinburgh."

For more information visit www.merchiston.co.uk or call Admissions on 0131 312 2200.

Performing Arts Centre - Topping Out Ceremony

On Friday 21 November, Vicky Tuck, Principal of The Cheltenham Ladies' College, placed one of the final bricks of the new Performing Arts Centre in a Topping Out Ceremony marking the structural completion of the building.

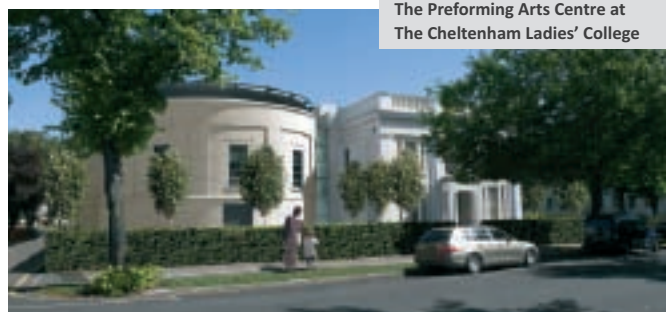
In marking the occasion Vicky Tuck commented, "Being involved in a drama production,



Vicky Tuck performing the Topping Out Ceremony

whether it's on stage or working behind the scenes can be a life-changing experience; supporting each other and sharing in the success of performance night develop a strong sense of community and a passion for theatre and language. This beautifully crafted space will be an invaluable addition to The Cheltenham Ladies' College and the surrounding community."

The brand new Performing Arts Centre will be open for pupils



The Performing Arts Centre at The Cheltenham Ladies' College

from September 2009 and will be an inspirational space for girls and staff alike. The building consists of a restoration of a grade 11 listed Regency Villa together with a purpose-built auditorium. Both buildings will be joined by a glass walk-way. The restoration has recently been nominated by English Heritage as one of England's best historic redevelopments. When complete the Performing Arts Centre will provide 300+ seat auditorium, five teaching spaces, two of which will be

equipped for dance, a theatre studio in the roof space, exhibition space for painting, sculpture and ceramics, a video-editing suite and an office and meeting space for staff. The Performing Arts Centre will also be available for use by the local community.

N.B. Topping out is a traditional ceremony dating from Saxon times and is performed when the highest point of the building has been reached to ensure prosperity and good luck for the future.

Annual Conference for Heads 2009

Inspiring Places - Inspiring People

Tuesday 5 May - Thursday 7 May 2009
The Oxford Belfry Hotel, Thame, Oxfordshire



The Oxford Belfry ★★★★★

**Annual
Conference
for Deputy
Heads**

Transitions

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- Saturday 31
January 2009
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Leamington Spa

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or contact the BSA office at 0207 798 1580
or office@boarding.org.uk

See you in May