

BULLETIN



THE BOARDING SCHOOLS' ASSOCIATION ISSUE 51 – JUNE 09

IN THIS ISSUE: 01 1000 UP! | 02 Heady Stuff | 04 Tiers at bedtime | 05 Metropolis announces the International Boarders of the Year for 2009 | 05 More inspectors calling | 06 Becoming a world expert on your students | 08 Deputies' conference | 08 Useful sites? | 08 Calendar 2011 | 09 Another Successful Easter Residential Course | 09 Calling All School Mentors! | 10 Do you need an agent? | 11 There's nothing more practical than a good theory | 12 Building Better Boarding | 13 Heads on the move | 13 Not so secret agents | 14 The Chairman's Year | 16 Caption Competition results | 16 Conferences 2010

1000 UP!

Or, to be exact, 1,085 up. Boarders in independent schools are up by 1,085 to 68,131 in 2009, from last year's total of 67,046, as declared in the ISC Census figures for 2009, published in April.

BEST SINCE 2002

At a time when the papers are full of doom and credit-crunch gloom, this was great news. It is all too possible that for boarding schools the real crunch will begin in the next academic year, so who knows what numbers we will see then. But for now, schools should be celebrating the biggest clear rise in boarding numbers since 2002.

INTERNATIONAL IMPACT

The census shows us the numbers; accounting for them is well educated speculation. For instance, the number of non-British pupils whose parents live overseas is also up from 20,545 in 2008 to 21,533 in 2009. It's not rocket science to presume these pupils are likely to be boarders – and there is your extra 1000.

This year, the ISC census tells us that 47.17% of the total non-British students with parents overseas come from Hong Kong, China and German combined. 10.10% of the total overseas students come from Germany.

In 2009 alone, 56 independent schools added the IB to their curriculum. Of the schools

offering IB, 77% have pupils from Germany and France. Of the schools which do not, just 22% have pupils from those countries.

Possibly the combination of the strength of the Euro against Sterling, cheap flights and the offer of a well-regarded international qualification is having a hugely positive impact upon boarding numbers.

SIXTH SENSE

Of the 68,131 boarders in independent schools this year, no fewer than 27,407 are in sixth forms. That's up from, for instance, 2004, when there were 25,383 sixth form boarders. This suggests several things: more parents are happy to see a sixth former go off to boarding school; more sixth formers than 11 year olds are happy to go; the expense of boarding at sixth form is just a two year hit; boarding provision at sixth form may be more attractive in order to appeal to this fairly constant market.

SPEND, SPEND, SPEND

In 2008, independent schools spent £100m on new or refurbished boarding accommodation. In 2009, that

figure was down to £98.5, but this is still substantial spending. The growing popularity of single study bedrooms with en suite facilities for sixth formers is certainly raising the game and increasing pressure for what has been termed a spending 'arms race'. But many schools will see a major difference between improving their facilities with theatres and Music Blocks and all-weather pitches, and improving the living quarters of a key element in their population. This is surely money well invested.

REAL CHANGE

The introduction of IB is a whole new dimension in the competitive business of attracting good students into boarding. Building or refurbishing is one thing; but change the curriculum? That is something else, and not a cheap

option in itself, with training in far-flung places like Athens and Rio. There has been considerable press argument about the merits of IB versus A level. Which system is better for any individual child is probably a very personal decision. The fact that British independent education now offers more avenues for students to find the right courses for them is an important strength in our market.

Let us hope that what appears to be a swing towards IB, which may well be helping to keep boarding numbers strong, does not include a compulsion to denigrate A levels in public and in the press. It cannot help any boarding school in pursuit of good students to have the rest of the world convinced that the standard national qualification is rubbish.

Hilary Moriarty
National Director



Kevin Roberts of Saatchi & Saatchi inspires Heads at the conference

HEADY STUFF

BSA Annual Conference for Headteachers Oxford Belfry Hotel, Thame, Oxford 5 - 7 May 2009

The population may have fluctuated during the three days of the BSA Annual Conference for Headteachers in the Oxford Belfry Hotel, Thame, Oxfordshire – more than 200 delegates and guests enjoyed dinner on the Wednesday night – but there is no doubt that anyone who was there, even if only briefly, thoroughly enjoyed a hugely successful and happy conference.

News the week before of the rise in boarding numbers was certainly a fillip. But the sunshine and the Wymondham College Jazz Band playing in the open air quad also helped set the tone for a conference which was punctuated by excellent speakers and fine food.

POLITICS

Chairman Melvyn Roffe, Principal of Wymondham College and the first SBSA Chair of the BSA in a decade, offered a couple of political reminders in his welcome speech – could UKBA stop trying to put obstacles in the way of bona fide students applying for places at bona fide schools? And could the government do more to persuade local authorities to be more purposeful about placing vulnerable or disadvantaged children in boarding schools?

PANACHE

'You've got to make them love it – you want loyalty beyond reason!' Kevin Roberts, CEO worldwide of Saatchi and Saatchi and ex pupil and



BSA Chairman, Melvyn Roffe, Principal of Wymondham College addresses the conference



Andrew Motion, in his first week as not the Poet Laureate

governor of SBSA school, Lancaster Royal Grammar, wowed his audience with no Powerpoints at all, just a fabulous display of the kind of ad you would give your left arm for (and which might cost more) interspersed with inspirational words to send us back to various drawing boards, determined to do better.



Wymondham College Jazz Band sets the tone for the conference

POETRY

...in Motion, Andrew Motion to be specific. In his first week after becoming Not the Poet Laureate, Andrew Motion reflected on his own school days and reminded delegates of the value of even one teacher who can make a difference.

AND THEN...

This was a tough first day to follow: but

- the Rt Rev Peter Hullah, Principal of Northampton Academy, on being inspired enough to make changes for good
- Dr. Carrie Herbert on the origins of, and need for, her Red Balloon Learner Centres for hopelessly bullied children
- Sir Charles Pollard and colleagues on the power of restorative justice,

- David Hempleman Adams, arctic explorer, on the 'awkward Welsh bugger of a teacher' who persuaded him into the great outdoors and the inside of a tent en route to the earth's 4 poles and a meeting with the Queen –

were equally interesting, entertaining and worth listening to. Add in an array of seminar-takers, catering for specific interests as required, and opportunities to tour Oxford, go shopping or visit the Northampton Academy, and this conference certainly offered a rich diet.

AUSSIE RULES

A star of the last day was Dr. Michael Carr-Gregg, Consultant Psychologist to the Australian Boarding Staff Association, exploring how much his audience knew about adolescent mental health.



Rt. Rev. Peter Hullah, Principal of Northampton Academy, shares his wisdom



Dominic Findlay and Angela Daly listen to the band



Nick Dorey, Chairman of SHMIS and Headmaster of Bethany School enjoys the sunshine

Heads were riveted by how much they learned, how much they were prepared to gamble, and how much they hadn't known before they started. After a lively and international panel discussion of the state of boarding, Dr Christopher Greenfield, Principal of Sherborne International College and the next Chairman of BSA, thanked Melvyn Roffe for an excellent year and an inspiring conference.



Sir Charles Pollard, contemplates restorative justice



Geoffrey Boulton, Vice Chairman of BSA & Headmaster of Giggleswick School



Dr Stephen Winkley, Headmaster of Rossall School and former Chairman of BSA

SEE YOU NEXT YEAR

Dr Greenfield's BSA Annual Conference for Headteachers will be held in Torquay, 4 – 6 May 2010. We very much hope it will not coincide with a General Election. . .

Hilary Moriarty
National Director

So impressed were we by Dr Carr-Gregg's presentation that we have booked him to appear at the BSA Conference for Housemasters and Housemistresses in the same hotel – The Oxford Belfry in Thame – 2-4 January 2010. You can get the flavour of his work in his article on pages 6 & 7 of this Bulletin.

And if you are a housemaster or housemistress, book now for the conference in January.

Tiers at bedtime

UKBA

BSA has been working with ISC in an effort to steer UKBA away from the notion that a child applying for a place in an independent boarding school is probably a would-be terrorist or benefit scrounger.

There is little doubt that independent school applicants from overseas are suffering from the blanket fear about border-control in general, and in particular about 'students'.

Threat

A measure of concern in high places is understandable, given the statistics now emerging about bogus colleges admitting large numbers of apparently bogus students from some of the terrorist hot-spots of the world. You don't have to watch TV for long to catch action-gung-ho programmes about illegal immigrants being discovered and brought to book, or about airports where border-control is challenged on a daily basis. It looks like documentary entertainment; it's probably propaganda to get us on the side of the law-enforcers and alarm us about the many and various threats against which we are being protected.

However legitimate the high-level anxiety, and the need for more rigorous entry procedures, there is no doubt that schools are deeply concerned about the detail of the implementation, which seems to have been rushed and ill-thought through.

Universities complain

At a UKBA Taskforce meeting in May, Universities UK gave a presentation explaining the problems university applicants were already encountering, in particular with Entry Clearance Officers (ECOs) out in country, turning down applications for what appeared to be minor problems. The business of applicants' paperwork being sent from 'spokes' to 'hubs' for final approval was causing prolonged delays, with some applicants waiting for approval and the return of their identity documents up to 5 weeks. Clearly, there was inconvenience, irritation and risk.

Market Losses

The risk is considerable: if the message goes out that Britain no longer wants or values its international students, they will go elsewhere. Australia, Canada and the US are all in the market for international students, and if entry there is easier than it is to Britain, even if only in the short term while glitches are ironed out, then the British market will suffer.

Since international students with high skills in English as a result of an independent boarding education are extremely valuable to British universities, they too will be the long-term losers if would-be applicants are put off by the whole process.

When we pointed out that Hong Kong was the largest single market for international students in independent schools, UKBA promised to look again at the present arrangement, which has

Hong Kong as a 'spoke' sending applicants' paperwork to a 'hub' in Manila. We live in hope.

So what goes wrong?

Taxed with the number of applicants whose paperwork was found to be faulty, Neil Hughes, PBS Programme Director, reported that of 100 refusals investigated;

- 27% were turned down because insufficient evidence of the reason for the student being accepted had been supplied.

Suzanne Barnes, Policy Project Manager (Tier 4 Immigration), told the meeting that ECOs were asking to see the evidence upon which the offer had been made in order to check if the evidence was genuine or not. There was heated discussion about the right of licensed sponsors to make offers as they chose; ECOs, education representatives claimed, had no right to overturn the school's decision.

(On the other hand, a secondary problem might be verifying the identity of any student taking entrance papers in country – should they be photographed at the time? Could agents be trusted? How would a school know that the entry papers reaching an acceptable standard had been taken by the pupil they had sponsored?)

- 17% of refused applications were turned down because no information had been offered about course fees;
- 11% failed because no sponsorship licence number was on the paperwork;
- 9% did not contain the candidate's nationality;
- In 6% it appeared the sponsor was not registered.

VISA LETTER

UKBA noted the importance of the visa letter, which must

contain the information UKBA expects. Sadly, UKBA is not prepared to give a model letter which all sponsors could adopt, because the range and variety of candidates and the range and variety of courses which they may study at school or in further or higher education prohibit the use of one form. On the plus side, at the meeting, they gave us 7 samples, all of which were 'Correct'. We have posted these on the BSA website. One of them should suit your school and may make a useful model, though we offer them at the user's risk.

Keep calm and . . .

This is a changing and fast-moving world. This article may be out of date before you read it. Admissions tutors need to stay close to the UKBA website and read carefully any information sent in any form by ISC. Even UKBA was disappointed by the current failure rate of applications – there was talk of 85% - and they are keen to improve things. But dealing with ECOs in spokes and hubs all over the world cannot be easy. It is really no wonder there are problems.

GCSE results day

What we hope is that there will not be too many problems, particularly in the coming months as the three month window for applications for a September start opens. The GCSE results this year are as late as they have ever been – 27 August. Squeezing in an application with results in hand in a week when ECOs may themselves be on holiday will not be easy.

Admissions Officers and Heads may find August even more trying than usual. This year, a late holiday may not be such a good idea.

Metropolis announces the International Boarders of the Year for 2009

At a prestigious Awards ceremony held at Shakespeare's Globe Theatre on London's Bankside on 15 May 2009, three international students fought off strong competition to become the 2009 International Boarders of the Year.

Miyu Tarumi, a Japanese pupil at Windlesham House School, Pulborough, won the Award for the Year 8 and below category. Loretto School in Musselburgh, East Lothian, celebrated an unprecedented double win, with Jacqueline Lau from China winning the Award for the Years 9–11 category and German sixth-former Philip Bückendorf triumphing in the Years 12–13 category.

The annual Awards, which were launched in 2005 and are run by Metropolis (the publisher of *The Hobsons UK Boarding Schools Guide* and website), celebrate the contribution that pupils from overseas make to all aspects of UK boarding school life. Heads of all of the UK boarding schools in membership of the Independent Schools Council were invited to nominate a boarder for one or more categories. The 2009 Awards attracted a large number of entries, and an impressive variety of nationalities were represented.

The essay questions

Entrants in the Year 8 and below category were invited to compare their school in their home



International Boarder of the Year Press Release – Finalists outside

country to their boarding school in the UK, using both pictures and words on a piece of A3 paper, while those in Years 9–11 were asked to write up to 1,000 words answering the essay question *'In what ways do you think your experience in a British school might be able to help develop international understanding in your country and ours?'*

The students in Years 12 and 13 were invited to submit up to 1,250 words answering the following question: *"The global economy seems to have done little to bring different cultures closer together. Indeed, sometimes globalisation seems to intensify our differences." What are your views about such a statement? How has your experience in a British school changed your thinking about the world we live in?'*

The entries, which were accompanied by an endorsement of the entrant by the head of their school, were judged by a panel of former boarding school heads. The winning entries and

their endorsements are available at www.boardingschools.hobsons.com/awards.

The Awards ceremony

The three finalists for each of the three categories were invited to attend the Awards ceremony at Shakespeare's Globe Theatre, where the winners were announced and presented with their prizes by Dom. Antony Sutch, a former headmaster of Downside School and the current Chairman of the Association for the Education and Guardianship of International Students (AEGIS) Advisory Board.

The 2010 Awards

The International Boarder of the Year Awards will be back in 2010, and will be bigger and better than ever. There will once again be three categories covering every year group, so every international boarder at an ISC-member school will be in with a chance of winning. To find out more about the Awards, please visit www.boardingschools.hobsons.com/awards.

More inspectors calling

UKBA's Neil Hughes announced at the May meeting that inspectors would be visiting all licensed sponsors before the end of July, which rather suggests they may not pay particular heed to a school's closing for the summer in early July.

Asked for details, he said that the visits would be:

- Probably a couple of hours long
- Intended to confirm that the sponsor was a *bona fide* provider of the education it purported to offer
- Inspectors would work on a spectrum from 'friendly, helpful support' to 'do this or lose your licence' rigour if the sponsor appeared less reputable

They sought to be sure that there was no 'significant, systematic wrong-doing.'

Mr Hughes last word on the subject was that it was terribly important that they should have 'a clean register of providers.'

And so say all of us!

Becoming a world expert on your students

Michael Carr-Gregg

'Suicide like a great work of art, is prepared in the silence of the heart.'

Albert Camus

Despite the media speculation, the sad truth is that, as Camus observed, no one will ever know precisely what really lay behind the deaths of Stephanie Gestier and Jodie Gater as they strolled into the Dandenong Ranges in April this year. Despite, media speculation focusing on teenage subcultures, social networking sites on the internet and even a rare syndrome of psychosis (folie a deux) – the fact is that suicide is a behavioural outcome, it is a process in which social, psychological, neurobiological and cultural variables all contribute to produce the end result. The problem for those left behind in their agonizing questioning is that these contributing factors carry unequal weight and no single factor has been demonstrated to be necessary or sufficient to cause suicide.

As Dr Michael Dudley one of Australia's leading suicide

prevention experts said, "...The prediction of suicides is impossible, even if high risk populations are considered, since the risk factors listed are overly sensitive and non specific. What we do know, is that many young people who end their life, do suffer from depression and that while not all depressed kids kills themselves, it is an important risk factor and if anything positive is to come from this seemingly senseless waste of young life it is to heed the message of beyondblue and its chairperson Jeff Kennett - that undiagnosed, untreated - depression can kill and that all parents need to know what the risk factors are and what depression in young people actually looks like.

While most young people learn over time how to deal with the slings and arrows that life can throw at them some young people don't have good coping

skills and will be more vulnerable to life stress. Research suggests that there are factors that may make a young person more vulnerable to suicide risk such as the loss of an important person through death or separation the recent suicide of a friend or relative, breaking up with a girlfriend or boyfriend, trouble with school or the police, feared or confirmed pregnancy, being a victim of sexual or other abuse (now or in the past) and family conflict or domestic violence. Many young people may, as part of their adolescent development, push the limits at home; isolate themselves from family members and experiment with risky behaviour. Some families need help to identify which behaviours are associated with an illness like depression and which behaviours are part of their teenager's personality. Although it is not possible to prevent every suicide, knowing about some of the warning signs may help people intervene sooner. One in five young people experience depression and the good news is that it is treatable, but first it must be recognized.

These include expressing feelings of hopelessness, a drop in their standard of school work and attendance, painting, drawing or writing about death or suicide, giving away personal possessions, talking about death and suicide, such as "I wish I was dead", "no one cares if I live or die", "does it hurt to die?", feeling worthless or letting parents or others down, withdrawing from friends, a sudden bout of cheerfulness after a long period of sadness or anger. This last factor is critical. Having made a decision (i.e. to die) they may feel as though they can now stop worrying about their problems. If you see these problems

present for more than two weeks continuously – then see a GP and have your son or daughter assessed. Early intervention and prompt treatment is associated with a much better outcome.

The aim for boarding staff is to become the world expert on your students, knowing where they are, who they are with, what they are doing and watching for any tell tale signs is crucial along with setting firm but fair limits and boundaries and ensuring that they feel safe, valued and listened to. The second message to come out of this tragedy is that caregivers take an interest in what students do online and should monitor and supervise not just what is downloaded but also what is uploaded. Since the arrival and rapid dissemination of digital technology in the last decades of the 20th century everything has changed. This is the first generation in human history born with 24/7 access to literally anyone and anything. Having 'bubble-wrapped' our kids and 'bunkered' them down safely in the family home many parents find comfort in knowing where they are, thinking they are cocooned in their rooms - but they're not really there at all – they are busy exploring an entirely new world, wandering its streets, learning its languages and customs. At a time when identity is the central issue in their whole psychological development, they're out in a world where identity means nothing. A world where things are not always what they seem.

To ensure their safety, all boarding schools should have a cybersafety policy which governs what young people do and say online. While filters play a role, the best possible



Dr Michael Carr-Gregg, Australian Psychologist par excellence

The aim for boarding staff... setting firm but fair limits and boundaries and ensuring that they feel safe, valued and listened to

filter is the one between the young peoples' ears, together with constant monitoring and supervision. The deaths of Stephanie Gestier and Jodie Gater remind us that what kids write on their Myspace profile can be barometers of their mood and mental states and that we ignore it at our peril. But their story not only illustrates the close connection between depression, self-harm and suicidal ideas, but also the dangerous cocktail that can result when marginalised young people at risk of suicide come into contact and, as she says, "feed on each other's sadness and frustration". The phenomenon of copycat suicide was first recognised with the 1774 publication of Goethe's novel *The Sorrows of Young Werther*, presented as a collection of letters written by Werther, a young artist who

eventually kills himself over his unrequited love for Lotte. It led to the first known examples of copycat suicide, with an estimated 2000 readers killing themselves. A more modern example was seen in Japan in 1986, when 18-year-old pop star Yukiko Okada jumped to her death. Her death resulted in many copycat suicides and she went into psychological history by having a syndrome named after her: the Yukiko Syndrome. Boarding staff must be aware that social networking sites such as MySpace and chat sites such as Windows Messenger may significantly increase the risk of such suicides. While it is important not to demonise the net, the clear message to emerge from April's sadness is that the internet is a powerful new medium that can act as a virtual petri dish for the suicide

virus. Someone once said, "Pray to God — but row for the shore" and as far as kids online are concerned, active monitoring and supervision is crucial because, as the friends and relatives of Stephanie and Jodie now know, there is no second chance.

Dr Michael Carr-Gregg is an adolescent psychologist at Albert Road Centre for Health in Melbourne. He is also the Agony Uncle for Girlfriend Magazine and honorary psychologist for ABSA.

DEPUTIES' CONFERENCE –

EXCITING SPEAKER, WITH BALLS

You will have noticed in recent times a lot of press 'buzz' about Paul Kelly, charismatic Head of Monkseaton High School in Tyne and Wear. He's the man who pioneered what is known as 'spaced learning', a programme of intensive learning interrupted by periods of exercise and fun, credited with enabling a group of Year 9s to pass GCSE Science with only hours of study.

The Telegraph Magazine on Saturday 15 April carried a feature ('Classes Apart') describing a 'spaced learning' lesson in which hectic basketball dribbling sessions at one end of the Gym are interspersed with 8 minute bursts of Powerpoint presentation at the other end of the Gym. The theory is that short, sharp lessons interspersed with an entirely different activity and repeated at regular intervals are far more effective at helping children improve their concentration and their grades than hours of the usual classroom grind.

Theoretically, the article reports, a class does half a year's syllabus in a couple of hours, leaving (in Science) plenty of time for the exciting, practical stuff.

At the BSA Deputies' Conference in Manchester eighteen months ago we were fortunate to hear from Dr Sarah-Jayne Blakemore talk about the latest research into the neurological development of adolescents. The Monkseaton experiment attempts to put into practice what we are learning about the importance of focus, exercise and attention span, and the Monkseaton exam results show success.

We are therefore delighted to be able to announce that Dr Paul Kelley has agreed to address the Deputies' Conference in Bristol in January. The Conference title is 'Excellence'. We expect Dr Kelley to be an excellent participant in the programme, though we have not heard if he will bring basketballs as well as his Powerpoint presentation.

One for your Diary ...

ANNUAL CONFERENCE FOR DEPUTY HEADS

Date: 28 - 30 January 2010

Venue: Mercure Holland House, Bristol

Useful sites?

Martyn Lewis, hosting the last panel session at the Heads' Conference, took the opportunity to mention the charity he founded, YouthNet.

He tells us that:

"YouthNet delivers a range of online services to thousands of young people each month via two award-winning websites, TheSite.org and do-it.org.uk. It aims to create a socially inclusive environment where all young adults are engaged, informed and inspired to achieve their ambitions and dreams.

Do-it.org.uk is the UK's leading volunteering website. TheSite.org is a guide to life for 16-24 year olds featuring straight-talking information, advice and guidance on issues including relationships, drink and drugs."

We told him we would tell you about the sites, which may be useful to senior schools.

Calendar 2011 – Early Warning

No doubt Headteachers are already on the case about Easter 2011, but just in case you are not....

2011

Good Friday	22 April
Easter Monday	25 April
Bank Holiday	2 May

We have been notified of one county which is planning a two week Easter holiday from the 4th to 17th April with Good Friday and Easter Monday falling in the summer term. The first 3 weeks of the summer term will thus each

have only four teaching days.

If the above sounds confusing have a look at the calendar for 2011!

PROFESSIONAL DEVELOPMENT UPDATE

Overview of the CPD and Training Programme for 2009/2010

See main Seminar Programme leaflet and BSA website for full details of the various seminars and workshops.

GENERAL CPD

- **Essentials of Boarding:**
15th October &
3rd November 2009
- **Better Boarding provision -
the Governor's Role:**
13th October 2009 &
2nd July 2010
- **Child Protection**
 - For Senior Staff:
10th November 2009
 - General:
3rd March & 16th June 2010
- **Legal Issues Affecting Boarders'
Welfare:** 20th November 2009

GAP & LANGUAGE ASSISTANT TRAINING

- 23rd September 2009
- 11th, 12th, 13th, 19th 20th, 22nd, 25th
& 26th January 2010

Prep School CPD

- **The 11-13 Transition:**
7th November 2009
- **Prep School Boarding Issues:**
8th June 2010

PASTORAL CARE & BOARDING WELFARE CPD

- **eSafety & Cyber Bullying:**
6th October &
3rd December 2009
- **Meeting the Needs of
Overseas Boarders:**
10th February &
23rd June (TBC) 2010
- **Developing Involvement
& Responsibility &
Initiative in Boarders:**
29th June 2010

BOARDING MANAGEMENT CPD

- **Introduction to Boarding
Management:**
6th November 2009
- **Preparing for a
Boarding Inspection:**
26th September 2009 &
19th March 2010
- **Effective Relationships &
Communication with Parents:**
13th May 2010
- **Drugs & Alcohol -
Managing the Risk:**
18th May 2010



New CPD For Nursing Staff

Contact BSA for details of the new one day workshops designed by Kathy Crompton, the BSA nurse Advisor, to support the induction training for you new Nursing Staff. This workshop is also suitable for existing staff who wish to be refreshed on topics such as: Duty of Care and National Minimum Standards, the Every Child Matters agenda,

And Finally

SCHOOL INSET

BSA staff are available to deliver school based INSET on a half day or full day basis covering topics such as: Child Protection, Duty of Care and the NMS, Self Evaluation and Preparing for Inspection, Meeting the Needs of Overseas pupils, Management and Leadership Challenges in Boarding and current Pastoral Care/Boarding Welfare issues. Contact the BSA office for details including fees.

Professional Development: Training and Qualifications for Boarding Staff

Professional Practice Certificate

for non graduate boarding staff at Level HE1

Professional Development Certificate

for graduate boarding staff at Level HE3

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. The Part 1 module is common for all students, however there is a choice for Part 2 dependant on role and interest.

Pastoral Care and Boarding Welfare

Part 1

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.

Boarding Management

Topics include:

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

Health & Development in Childhood and Adolescence

Part 2

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 in Boarding Schools

Topics include:

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

Professional Development: Training and Qualifications for Boarding Staff

The Roehampton Certificate

Successful completion of the two modules will result in the award of the full Certificate (at the appropriate level) by the University.

Course Tutors

A key feature of the programme is the team of course tutors who directly support students; the tutors, all highly experienced in boarding, help deliver the Study Day programme, advise students on assignments and mark submissions.

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.

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. Costs for 2009/2010: £690 per module.

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

Alex Thomson
Director of Training

STOP PRESS

New BSA/Roehampton University Certificate Course for North of England

Responding to demand from staff and schools BSA will run a North of England Regional course as part of the Roehampton Certificate programme in 2009/2010. This will be a Part 1 course ie the Pastoral Care/Boarding Welfare module of the Certificate, and the 5 study days will be based on York and possibly one other venue depending on the geography of the students who enrol.

Pam Baillie, the BSA assistant Training Officer, will lead the course, which will cover topics such as:

- 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.

The Study Days for this course are: 2nd October, 11th November 2009, 26th January, 26th April and 10th June 2010.

Full details of the Course and the Certificate programme are available on the BSA website at www.boarding.org.uk

Another Successful Easter Residential Course –

Report from the Dauntsey's Course 2009

This Easter 55 delegates from across British and overseas boarding schools gathered at Dauntsey's School near Devizes for the annual BSA Residential Course. This 3 day course forms part of the BSA Certificate programme however it is also open to students not intending to complete the Certificate but who wish to 'do' some CPD in areas pertinent to their boarding roles. This year the theme was Boarding Management and the various seminars and workshops focused on areas such as Leading the Team; Change Management; Policies, Procedures and Crises; Evaluating Boarding and Planning for Improvement, as well as group exercises based around current leadership challenges.

This course is unique in relation to other BSA training in that it is residential and we use one of Dauntsey's School's modern and very well appointed houses with single study, en-suite bedrooms, and rooms in the teaching blocks to ensure that the course, which is held in the Easter holidays, allows an opportunity for the students to really gel and to get to know each other in a very relaxing educational environment. It is also an opportunity for boarding staff to see another well-provisioned school. Consequently this course was once again over-subscribed. This year we had a record

number of overseas students from boarding schools in Spain and Switzerland. They added an extra dimension in group discussions particularly since they do not have NMS, ECM or other UK regulations and laws to follow! Not surprisingly, there were plenty of volunteers for reciprocal visits.

My thanks to Tony Halliwell, Principal of the Defence Sixth Form College (Welbeck) for his input on Day 2 where he focussed on the key management challenges in boarding and provided delegates with much useful advice from his many years of leadership in boarding. My thanks also to the course tutors, Joy Hopkinson from New Hall School, John Sweetman from the Read School and Christopher Allen, formerly of Cranleigh School for their efforts in making this course such a success. Thirty six students now transfer on to London for the remaining 3 Study Days of the Certificate Course and further exploration of boarding management issues.

If you are interested in this form of CPD, the Theme for 2010 Residential is "Pastoral Care/Boarding Welfare Issues" and make a note of the dates in your diary – 13-15 April 2010 once again at Dauntsey's School.

Alex Thomson OBE
BSA Director of Training

Calling All School Mentors!

Are you supporting a colleague on one of the BSA Certificate Courses? Are you about to provide such support?

If the answer is Yes, then read on...

When a student enrolls on the Certificate course, schools commit to providing a Mentor to support them throughout. This is a key role and can help make a student's learning experience on the course far more effective. Consequently BSA provide a comprehensive Mentor Handbook and run a number of Mentor Training events to help staff with this role.

This free one day training workshop covers the key features of the Certificate course, the assignment/assessment requirements and the role of the mentor. It is an interactive session which will equip you with the knowledge to fully support your colleague(s) whilst they are on the BSA Certificate Course.

Date/locations for the BSA mentor training programme for 2009/2010 are:

Course Code	Location	Dates
M094	Edinburgh	Friday 25th September 2009
M095	London	Friday 9th October 2009
M096	London	Thursday 25th November 2009
M101	London	Monday 1st February 2010
M102	Birmingham or York	Thursday 20 April 2010
M103	London	Tuesday 15 June 2010

Do not wait for BSA to invite you! Apply now to the Director of Training at: training@boarding.org.uk

BACS TO THE FUTURE

As of 1 June we have been informed that our bank charges for receipts and payments by cheques will be hugely increased. We have therefore been advised both to make more payments by BACS and to ask schools to pay us in the same way. If you are booking for a course, please ask your bursar to ensure that your payment is made by BACS but that we also receive an indication of what the payment is for.

Please contact us on either 020 7798 1580 or pa@boarding.org.uk if you do not have these details

MARKETING MATTERS

Events have conspired to cause us to give space in this issue to international students:

- Numbers of international students in independent schools are up by 1,000 to 21,533
- There are the results of the Hobson's International Student of the Year
- This month BSA has run its first marketing course – heavily oversubscribed
- British Council is targeting boarding schools, to work with them and on their behalf as well as with further and higher education institutions to enable schools to recruit more international students

All this is positive, but

- Tier 4, PBS immigration is creaking into action, changing the landscape for schools enrolling international students and with every likelihood of difficulty while glitches are worked out

Therefore, we are including in this issue two articles on marketing, provided by professionals, John Pritchard of ICEF, an agent workshop organisation and Russell Spiers of RSAcademics, an education marketing company well known to many members. We hope you find them useful and of interest.

DO YOU NEED AN AGENT?

In the UK there are an estimated 351 000 international students studying at all education levels, a number that has been steadily growing since 1999. Even in the economic crisis this number is forecast to increase (UNESCO).

Recruitment methods

There are many different ways schools approach international student recruitment, obviously some methods are more effective than others. Having a marketing mix is important and may include websites, education agents or fairs or workshops.

A website is a great way to showcase your school. However, when marketing to international clients you risk giving too much complicated information. Translating your site into key languages can help increase its effectiveness.

At student fairs the potential for large scale exposure by meeting with students is high. However, these fairs are often just the first step in the study abroad process. Many students, even after personal contact, prefer the security recruitment agents provide. Subsequently, partnering with the right agents is the most efficient way to recruit these students.

Why using an agent is better

Agents provide educational advice, support and placement to students wishing to study abroad. Agents facilitate fast,

direct access to local markets and represent your school year round. Agents can distribute your brochures and disseminate information and often assist with visa applications, school enrolment, travel arrangements and insurance.

How to meet quality agents

Although most education agents are trustworthy, schools must keep an eye out for unethical behaviour. Agents should not make admission decisions, overstate their authority on your behalf, provide incorrect information to students or about students, or mislead students about tuition costs.

The best way to ensure you meet quality agents is through a renowned agent workshop. Events such as the ICEF Workshops screen all agent participants. ICEF holds nine workshops annually in various countries around the world, where educators meet agents one-to-one for focused business meetings. By meeting and appointing new agents, educators can greatly increase their international student enrolments.

The ICEF agent screening process is the most rigorous in the business. Agents must supply information on company structure, official registration, a description of activities, the programmes they promote, number of students sent abroad

annually, references from four education institutions, details of their marketing strategies, accreditation and proof of professional standards.

How to support your agents

After meeting agents, it is extremely important to continue to build the relationship. Keep in touch and respond promptly to their communications. Providing your agents with regular updates keeps your school fresh in their minds.

Alternatively you could use an online platform to connect with agents. For example ICEF Online offers a virtual workshop giving access 24/7 to agents and service providers around the world. This can be used separately or to complement the workshops.

Given the economic importance of International students and the large numbers in the global education market, it makes sense to devote resources to student recruitment. Although there are many different approaches to student recruitment, working with agents continues to be the best way to see results.

Further questions can be directed to John Pritchard at jpritchard@icef.com

MARKETING MATTERS

There's nothing more practical than a good theory

As the environment becomes ever more challenging for marketing boarding, it is increasingly important to remember the fundamentals. In this article, Russell Speirs of RSAcademics, reminds us of some winning marketing strategies based on tried and tested marketing theories.

Word-of-mouth

The more important a decision is, and the less able one is to base it on rational or measurable criteria, the more one relies on word-of-mouth. It is not surprising, then, that word-of-mouth recommendation plays such an important part in the choice of a boarding school.

What is the current level of advocacy (word-of-mouth recommendation) in your school? How does this compare with two years ago and what accounts for the difference? What would it be worth to your school if you could identify and correct the main obstacle to whole-hearted recommendation?

Spontaneous word-of-mouth is most likely to occur immediately after a) deciding to join b) joining and c) leaving. What do you do at these three moments to make people feel a) very excited b) reassured and c) grateful? Could you do more?

Word-of-mouth will happen

more if you put the right words in the right mouths at the right time.

Addressing needs and concerns

Official definitions of marketing all have something to do with 'meeting customer needs'. It's a clumsy expression but the principle is a good one, worth remembering.

For example, how easy is it to find on your school's website the subject options available in your 6th Form? 6th Form boarding is the largest segment of the boarding market and "What can I study?" is one of the most frequently asked questions. Recent research we conducted suggests a lot of schools could make the answer quicker to find on their websites. Have you found out what the other key questions are for a child thinking about boarding at your school? Have you provided clear answers which are easy to find?

Market segmentation

The practice of market segmentation is based on the belief that a market, in this case for boarders, is not homogeneous, but is made up of smaller sub-groups of people, each sharing its own set of requirements and characteristics.

One such group, or market segment, which is likely to

prove important to your marketing strategy is the segment containing people who have a real need for boarding schools: families with both parents working long or irregular hours, for example, or families living in remote rural areas with only one child still at home. They are quite different from those who intrinsically believe in the educational value of the boarding experience and require a different marketing approach altogether. What more could you do to market your school to this segment? What other segments have you identified?

The School Tour

On a final, practical note, make sure that what your prospective families experience when they visit is as good as it can be and as tailored to their needs as possible. Ensure that they are telephoned a week or so in advance of their visit and that the information you gather is then used by the Head and others on the day. For example, if a pupil is to show the family around, select one who has something in common with the visiting child. If the child has specific interests or talents, make sure your relevant Head of Department welcomes that child eagerly.

Russell Speirs can be reached on 01572 821306 or by e-mail: russell@rsacademics.co.uk



Russell Speirs

While we are grateful to ICEF and RSAcademics for providing these articles, we should remind schools that there are other educational marketing firms which may also be able to help schools. MTMConsulting, office@mtmconsulting.co.uk, has long been a supporter of BSA.

Schools have spoken well of British Boarding Schools Workshops, suzanne@bbsw.org.uk, run by a former marketing officer of a BSA school.

Building Better Boarding

LSI Architects has announced that the new sixth form boarding facilities at Wymondham College and the new INTO University of East Anglia, two buildings based in Norfolk, designed by the Norwich and London based practice, were finalists in the 2009 Creative East Awards for 'Best Architecture project in the UK by Architects of the Eastern region' (from March 2007 to December 2008). The prestigious award ceremony took place at the Theatre Royal, Norwich last Friday, 8th May.

The best architecture award went to Nicolas Tye Architects for the Long Barn. The annual Creative East Awards recognise, celebrate and reward the wealth of creative talent across the Eastern region. Clive Anderson compered the event and was joined on stage by other celebrity presenters and business leaders.

The new, £6.75 million expansion scheme which provides sixth form boarding facilities at Wymondham College is a 'wishbone' style extension to an existing boarding block, with 115 ensuite single study bedrooms and support accommodation, library, IT rooms, communal activity spaces and an expansion of the existing dining facilities.



The new building links to the existing Lincoln Hall building to provide a single base for all Year 12 and Year 13 pupils.

Wymondham College is both the UK's largest State Boarding School and one of the few State Boarding schools in the country, classified by the DfES as a 'Successful and Popular' School.

The main concept behind the design for the new complex was to provide all residents with a view outwards over the Norfolk countryside, from rooms organised in three and four-storey wings arranged around a large, landscaped courtyard. Access to the new wings is via a covered walkway surrounding the new courtyard. The wings meet in a dramatic westward pointing 'prow', which is clearly visible on entry into the campus. This prominent end to the building is faceted and glazed giving it a strong three-dimensional quality and is the point at which the three storey southern wing meets the four-storey northern wing.

There are clear visual links between the design of the building and its landscape setting, which create a strong character and sense of place within the courtyard. The straight and curved wings define a courtyard of asymmetrical shape and provide a sense of

enclosure to a space which offers possibilities for a variety of activities. The building also features a range of sustainable materials and uses renewable energy technologies. The sustainability agenda has been a key determinant of the design. The highly insulated building has exposed concrete surfaces internally to provide cooling in the summer, has hot water produced by solar panels, and is largely ventilated by natural means.

Pre fabricated factory finished bathroom 'pods' were selected to ensure that high quality zero defect en-suite facilities would be associated with each study bedroom. The structural solution utilises a reinforced concrete frame with alternate crosswalls constructed in concrete and masonry.

Melvyn Roffe, Principal of Wymondham College and current Chairman of the Boarding Schools' Association, commented: "Our new accommodation takes Sixth Form boarding education to a new level."

Phil Cowen of Cowen Consulting, the Project Manager for the scheme, said: "From the outset the College's brief required a building that provided a bridge between school and university

and defined the sixth form within the campus. Hearing the positive comments, from the staff and students alike, underlines that it has been a rewarding process for all on the Project Team to have worked with the College to assist them to realise their aspirations for the new Boarding Block."

LSI Project Associate, Jeremy O'Rourke, said: "The new building makes a bold, contemporary architectural statement, with large areas of white render, timber cladding and glazing. The idea is that the new building provides high quality accommodation akin to that which the student may experience at University. To this end, the design concept allows each new room to enjoy distant views, whilst making a diverse range of activities possible within the landscaped courtyard at the heart of the scheme. Here there is a stage for performance, places for outdoor lessons and areas for the display of students' art."

Wymondham College sixth form boarding facilities won three South Norfolk Council's Design Awards last year for 'Design Excellence', the 'New Building' and for 'Landscape'. Judges were so 'stunned' by the quality of the new centre that they created the new, special Award for 'Design Excellence'.

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.

Don't forget to update your details on the BSA website. If you don't have your login details, please contact the BSA office.

New Head in April 2009



Dulwich College Preparatory School (IAPS)

Mr Michael William Roulston, formerly Master at Cranleigh Preparatory School, has been appointed Headmaster of Dulwich College Preparatory School following the retirement of Mr George Marsh.

New Head in August 2009



Lomond School (HMC)

Mr Simon Mills, presently Senior Deputy Head at Portsmouth Grammar School, will be appointed Headmaster of Lomond School following the retirement of Mr Angus MacDonald after 23 years of outstanding service.

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

Advertise for Free!!

Many of you are already using the BSA Job Search facility where you can advertise for free.

Now independent schools can also advertise free on the ISC job zone – any questions go to website@isc.co.uk

How could you resist?

NOT SO SECRET AGENTS

Three years ago, when British Council approached BSA to ask what help did schools want with recruiting overseas pupils, we were able to report that there was high demand in schools to meet agents who could work on their behalf in students' countries of origin.

BSA had considered running the kind of show where schools meet agents *en masse* and agents carry back news and information about the schools to their prospective students. But it is an expensive business, and at the time BSAS had neither the in-country expertise nor the personnel available to embark on such a venture.

But surely British Council could, with its own personnel in more than 160 countries around the world and, the capacity to develop, more in-depth knowledge of what would be important to international students contemplating a British education.

And this year, British Council did. In May, British Council hosted 28 agents from all over the world for a trip including exhibitions in Leeds and Bristol as well as visits to several boarding schools and a little time enjoying the sights before their return home.

By the time they left, the agents would have had appointments at the 2 exhibitions

with representatives of almost 40 schools.

While there is no formal business arrangement between British Council and BSA, we were happy to assist in this event by making a brief presentation to the agents in Leeds, suggesting some of the things they should look for and questions they should ask.

We hope that for all concerned the exhibitions were fruitful and productive events.

British Council charge schools to join in their Education Partnership, then there is a further charge for joining particular events, such as the agents' fair described here, or overseas missions, such as a recent event in Korea attended by half of a dozen UK boarding schools.

Even if not in partnership with British Council, schools may join in events but at an increased charge.

Their contact details are:
British Council

Bridgewater House
58 Whitworth Street
Manchester M1 6BB

T: 0161 957 7000

F: 0161 957 7111

E:

peter.shelley@britishcouncil.org

The Chairman's Year

It began with the Matrons and will end with the Matrons. The BSA Chairman's induction to the role has traditionally been attendance at the BSA Matron's Conference. An accident of the calendar, perhaps, but also a reminder, if any were needed, that the Boarding Schools' Association is not an association only for Heads and other self important types, but for everyone who works in, or governs, boarding schools.

If there is an abiding impression from this year as Chairman it is of the diversity of our Association and the people it serves. Unique amongst the ISC Associations, and unusual in any field, the BSA comprises members from all phases and both sectors of education in the UK and a good number from overseas, too. But alongside that diversity there is an extraordinary common purpose, for however different our schools may be, they all share one thing in common: a commitment to the idea and practice of boarding education.

Unlike my predecessor, Geoffrey Boulton, I was too cowardly to set myself targets for the year. Instead, I undertook to develop themes which I hoped would serve to move the Association forward.

The first of those themes was to find ways of telling more people about boarding schools and the work of the Boarding Schools' Association. Success here has been tougher to achieve than I

would have hoped. Hilary and I have spent a great deal of time being nice to journalists from various news media and pumping out articles and media releases on every possible occasion.

On a personal level relationships have become more cordial and I believe that journalists now understand much more about us than they did before, but coverage has not been plentiful and too often the story has been reactive rather than written on our terms. In future, we should make more of our own news by commissioning credible research which creates a news story in itself. We nearly had a success with our Parents' Survey which



Chairman in Action

was hugely well supported and produced some great statistics, but which ended up being "bumped" from the news schedules by other events. We were competing against the collapse of Capitalism, after all.

Our international links have been a second theme of the year. Whilst we compete with boarding schools overseas in the global market for international students, British-style boarding

will be much stronger if we learn from each other and share our experiences and expertise. Hilary's visit to the Australian BSA Conference brought Michael Carr-Gregg to our Heads' Conference and Hilary and I both gained a great deal from our visit to the American TABS conference, a visit which we hope will be reciprocated next year. Similarly, it was good to meet Eric Cockerton, the Chairman of the New Zealand



Doing the day job!

BSA at the Heads' Conference. The opportunities for us to routinely learn from each other as we face common challenges will, I hope, grow in the coming years. We already have a tradition of sharing training materials between BSA and ABSA. In future TABS training courses could become available to BSA members and vice versa – online as well as in person.

My third theme has been that of taking up policy cudgels with the Government (and anyone else) on behalf of boarding and boarding schools. In particular, the Boarding Pathfinder scheme (“why don’t you just get on with it?”), visa regulations (“why are you trying to stop us earning money for this country?”) and OfSTED inspections (“have you any clue what you are doing?”) have been the subject of our attention. Meetings have been attended, briefings given and letters written. I would like to be able to claim greater success than there has been this year. At least some of our concerns have been taken into account and I am reasonably optimistic

that BSA lobbying, along with direct action from some schools which refused to pay their invoices, will soon result in a fairer tariff of OfSTED inspection fees. The other matters will, I fear, remain in Christopher Greenfield’s sights when he takes over in September.

My final theme was to look at the organisation of BSA itself and ensure that it can continue to deliver an excellent service for its members as we all face new challenges of every kind. I always wondered how the BSA managed to do so much with such a small staff. The closer I have seen the operation at work, the more of a miracle it all seems. The commitment of Hilary, Alex and all the staff to the organisation and its members is total and they deserve our daily thanks and congratulation for what they achieve on our behalf.

The Executive has decided that the Association should respond to the present economic challenges by extending and deepening its service to



SBSA splashed out on flowers

members where possible, but achieve this without creating a need for significant increases in the membership fee. That is a tough remit and the new Strategic Plan which should be adopted by the end of my term of office will provide a blueprint for its fulfilment. New training courses and greater partnership working with other organisations is an early manifestation of this new

approach. And we are fortunate that the Association has gone into the present difficult time with strong finances, a clear sense of purpose and the enthusiastic support of its members.

Soon it will be July and, because of the change in the timing of the Chairman’s term of office, I will be attending the Matrons’ Conference again as the outgoing Chairman. As with all things in schools, as the year turns it will be time to take stock. It has been a singular (and quite unexpected) honour to chair the BSA and represent so many fine schools, to meet so many of the outstanding people who work in them and to be present at so many impressive occasions. But I know I can rely on the matrons to bring me back down to earth. They will be talking about what really matters: the needs of our boarders, the quality of life and relationships in our boarding houses and how we go about preparing young people to thrive in a world which, try as we might, we can hardly even imagine.



Keeping welly good company

Melvyn Roffe
Chairman – 2008/2009

Caption Competition



The winner of the very first BSA caption competition is **Marilyn Sena**, Bursar of Kingsley School, Devon with:

Yes, it's karaoke time, and here to kick us off with "I will survive..."

Many thanks to all those who entered.

*** DATE DATA *** DATE DATA *** DATE DATA *** DATE DATA *** DATE DATA ***

CONFERENCES 2010

ANNUAL CONFERENCE FOR HOUSEMASTERS' AND HOUSEMISTRESS'

Date: 02-04 January 2010
Venue: Oxford Belfry Hotel, Thame

STATE BOARDING SCHOOLS' ASSOCIATION ANNUAL CONFERENCE

Date: 17-18 January 2010
Venue: Crowne Plaza, Marlow

ANNUAL CONFERENCE FOR DEPUTY HEADS

Date: 28-30 January 2010
Venue: Mercure Holland House, Bristol

ANNUAL CONFERENCE FOR HEADTEACHERS

Date: 4-6 May 2010
Venue: The Imperial, Torquay

ANNUAL CONFERENCE FOR MATRONS AND MEDICAL STAFF

Date: 12-14 July 2010
Venue: TBC

Do Come!

*** DATE DATA *** DATE DATA *** DATE DATA *** DATE DATA *** DATE DATA ***



THE BOARDING SCHOOLS' ASSOCIATION

Grosvenor Gardens House, 35-37 Grosvenor Gardens, London SW1W 0BS

T: 0207798 1580 F: 020 7798 1581 E: bsa@boarding.org.uk W: www.boarding.org.uk