

Boarding School

THE MAGAZINE OF THE BOARDING SCHOOLS' ASSOCIATION

- | An interview with Jack Whitehall: Marlborough College Alumni
- | A global perspective – Emma McKendrick, Headmistress, Downe House School
- | Destination Wales: find your epic

Autumn 2018



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Leadership is more than just a buzz word

'Leadership' is one of those terms that is bandied around a lot – it's a word we all love to hear, yet each of us will have a slightly different interpretation of what it actually means.

But we can all agree on the fundamentals of leadership: it is something that is enacted – not just spoken of, it means meeting challenges face-on, that sometimes it means you won't be at the front but instead 'bringing up the rear' and knowing that you can't lead on all things – you must allow others to step up and lead with you.

The boarding sector is one which embodies all of these elements, it is shown by our pupils, our teachers or our support teams. And in doing so, it has made itself a sector that welcomes and supports, while still achieving all that is needed.

In his article on page 42, BSA Chair and Cranleigh Head, Martin Reader, discusses the leaders that inspired his career journey, and how we can inspire leadership in those around us – be they pupils or colleagues.

Good leadership extends past borders – figuratively and literally. In their article on page 26, Claire Elliott, Head of Boarding, St Mary's School Cambridge and Elif Sonmez, Head of Girls' Boarding, Robert College, Istanbul, discuss how their exchange experiences have allowed them to see new ways of running a boarding school.

Leaders are always on the lookout for new opportunities, and at the BSA our newly formed partnership with AEGIS and the Accredited Boarding Practitioner programme will help us to continue to lead the way in terms of safeguarding and standards in boarding. You can read about these initiatives on page 25 and 48.

While I am only with the BSA for a short time, covering for Aileen Kane the Director of Operations (very big shoes to fill!), I know that the strong leadership I have experienced within the BSA and our member schools will make this role truly one to remember.



Alexandra Syrjanen
Marketing and Communications Manager

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Boarding School Magazine

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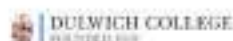
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International (and proud of it!)

Thirty years ago, I knew a lady who grew up at a now long-closed prep school in Worcestershire her parents ran in the 1930s. She remembered a boy there who was a Persian prince, owned a pair of silk pyjamas and often stayed with her family over the Christmas and Easter holidays.

Such a story seems exotic and romantic now, reminding us that the past is indeed another country. It's also a far cry from the 'mainstreaming' of internationalism within UK boarding schools today.

According to the latest data there are currently 28,513 non-British pupils at ISC boarding schools whose parents live overseas. Some countries like Taiwan supply fewer than 200 boarders, despite a domestic population of more than 20 million. Conversely there are more than 9,000 from Mainland China, which while negligible as a domestic proportion there, means they account for one in three international boarders in the UK.

There is an unhelpful external perception that the majority of international boarders are from China. Yet the diversity of countries represented by the 19,000 who come from elsewhere reminds us how international UK boarding schools really are today.

Few might imagine for instance that 1,300 students from Ireland board at our schools, or nearly 4,000 from the USA or 2,000 from France.

Whatever the reason behind each overseas parents' decision to send their child to board in the UK, they are of course universally welcome. Broadening boarding beyond the traditional image of home counties boys and girls clutching their trunks and teddies has of course helped many schools financially. It's also transformed them into places of amazing diversity, with benefits reaching far beyond the dated cliché of clever maths students from the Far East.

A boarding house with young people from perhaps Ghana, Nigeria, Hong Kong, Russia, Scotland, Wales and England is a community rich in culture and contrast. Those lucky enough to share boarding life with others from all corners of the globe will learn priceless communication and social skills...and ensure they have friends to stay with when they travel!

We can only imagine what it was like for the Persian prince in the 1930s, and no doubt the Headmaster and his wife, while sensitive to the boy and his long distance from home, felt they were running a traditional 'English' prep school.

Fast forward nearly a century however, and most boarding leaders know that a mind-set that prioritises English pupils over international is doomed to fail. Today boarding is subtler than simply persuading a young girl from Malaysia to like roast beef and Yorkshire pudding.

I was reminded how far boarding has travelled internationally on a visit to a

very well-known prep school recently. There a final-year boy proudly showed me the map in his boarding house illustrating the home countries of his friends.

"We have special nights every week with food from which ever country boys comes from," he explained, before adding, without a trace of irony, "and we even have British food on some nights."

Welcome to the world of modern, British boarding – with an international flavour.



Robin Fletcher
Chief Executive, BSA



Growing from strength to strength

The following schools have joined the BSA this term.

We would like to extend a warm welcome to:

Amesbury School

Cargilfield School

Lundsberg Skola, Sweden

Darul Uloom Dawatul Imaan

GEMS Cambridge International School, Uganda

Jersey College for Girls

Merchiston International School, Shenzhen, China

St Andrew's Prep School Turi, Kenya

In addition, the BSA Boarding Orchard continues to expand in the UK and overseas.

We would like to thank the following schools for joining since March:

Malvern College

Dragon School

Glenalmond College

Millfield Prep School

The New Beacon School

For more information on how to join the Boarding Orchard,
please visit our website boarding.org.uk or email bsa@boarding.org.uk

HAPPY PLANTING!

What the papers did not say

After speaking at the annual Heads' conference in May, several journalists were eager for a story, as I suppose were we. As an Association committed to boarding, we want good stories to show its benefits – and one purpose of the conference is to celebrate the benefits of boarding. To be fair to the journalists, they have to sell to their editors a story which is news worthy.

However, the space-limited nature of the press meant that some of what was said was not relayed and instead the focus rested on the achievements of boarding students being the result of their limited time in front of screens.

One of the more interesting questions was around Justine Greening's comments earlier that morning about her preference for firms to use contextual data when recruiting. Using the clichéd comparator for all independent schools, Eton College, she rightly claimed that the performance of an Etonian who gained the same grades as an applicant who came from a struggling comprehensive were perhaps not as strong.

In so many respects she is right, and I will often say to a pupil who is not performing as they should, that they will not come across at all well in recruitment applications if they have not taken advantage of their privilege. However, the journalists chose not to report the learning that the conference speakers were suggesting.

Justine Greening's comments miss the mark on two linked counts. The first is that every time a politician plays the elitist

comparator card, the argument shifts away from the real need – a significant increase in investment in the maintained sector in teachers, in facilities, in morale, and often in the poorest areas.

The second, and this was emphasised by David Price OBE, one of the first speakers at our conference, that there needs to be a complete revision of our 19th Century approach to learning and to qualifications so that our pupils are better prepared for a fast-changing world. The rise of AI may lead to a loss of conventional forms of employment and the creation of new ones, therefore new collaborative and open approaches to learning are coming to the fore. Sitting isolated in an exam hall may not be the answer!

In short, workforce patterns are changing so rapidly the idea that there will be lots of employers in corporate firms sitting down choosing between large numbers of private and maintained-sector educated applicants armed with mounds of contextual data sufficient to make a difference to social mobility is misplaced.

The title of the conference was 'Transforming Communities'. Boarding schools are, and should be, transformative places for those who live and work in with them and should encourage those leaving to use the privilege of their boarding experience to serve and transform the communities in which they will join.

So much of the conference was about giving children a sense of purpose – not happiness, or qualifications or achievements alone, but answering the



Martin Reader
BSA Chair, 2018
Headmaster, Cranleigh School

question in the words of Steve Chalke, quoting Rabbi Akiva: 'who are you, and why are you here?' Educators and those who are responsible for educational policy must ask these purpose questions.

Clearly there is some gross and inherent unfairness in society and those things that hinder social mobility need to be addressed. However, we desperately need to change the language of the educational landscape, so it is about children and purpose and not about political division, or we will continue to tinker and never provide solutions which are transformative for all.

The BSA is the only association which embraces state and independent schools, senior and prep, single-sex and co-education. We are well-placed together to begin to change the language. As Vice-Chair Leo Winkley noted at the DfE consultation event on Boarding Schools Partnerships *for* (my italics) vulnerable children and young people, it was very refreshing that Norfolk social care spoke about 'embracing boarding' and 'placing' students, not 'sending.' There is always hope.

HEADS

APPOINTMENTS

FOR AUGUST/SEPTEMBER 2018

on the move



ASHBY SCHOOL

New Head:

Geoff Staniford

Geoff Staniforth will take over as Headteacher of Ashby School from August 2018, after holding the role of Deputy Headteacher for the last seven years. Previously, he spent 17 years as Head of the school's Design Faculty.



BEDALES

New Head:

Magnus Bashaarat

From September 2018, Magnus Bashaarat will be the new Head of Bedales School he has spent four years as Head of Milton Abbey School and was previously deputy head at Stowe and a housemaster at Eton.



CRANLEIGH PREP SCHOOL

New Head:

Neil Brooks

Neil Brooks will become the new Head of Cranleigh Prep School effective September 2018. He was Headmaster of Cothill House before becoming Principal of The Cothill Trust. In 2016 he was appointed as Principal of Fulham Prep School.



ASHFORD SCHOOL

New Head:

Michael Hall

Michael Hall has been appointed as the new Head at Ashford School, effective September 2018. He spent eight years as Head of Bedford Modern School.



BLUNDELL'S

New Head:

Bart Wielenga

Bart Wielenga has been appointed as the new Head of Blundell's school, from September 2018. Bart is currently Second Master at Blundell's.



DENSTONE COLLEGE

New Head:

Miles Norris

Denstone College has appointed Miles Norris as Headmaster, from September 2018. Currently Second Master at the College, he previously taught at Haileybury before becoming Head of Senior School Boys' Boarding at Denstone



BEACHBOROUGH SCHOOL

New Head:

Christian Pritchard

Christian Pritchard has been appointed as the Head of Beachborough School in September 2018. Most recently, he was Head of Ranby House Preparatory School (Prep school to Worksop College) in Nottinghamshire.



CHELTENHAM COLLEGE

New Head:

Nicola Huggett

Cheltenham College is delighted to announce that Nicola Huggett, currently Head of Blundell's School in Devon, will take up the post as Head of Cheltenham College in September 2018.



DOWNSIDE

New Head:

Andrew Hobb

Downside has appointed Andrew Hobbs as Head from September 1, 2018. He taught at Canford School where he was Head of Classics, then a House Master before joining Downside as Deputy Head in 2008, becoming Acting Head in 2018.

APPOINTMENTS

FOR AUGUST/SEPTEMBER 2018



ERSKINE STEWART'S MELVILLE SCHOOLS

New Principal:

Linda Moule

After nine years at the helm of The Mary Erskine School, from September 2018 Linda Moule will become the Principal of the three schools which make up the Erskine Stewart's Melville family of schools, known as ESMS.



LEIGHTON PARK SCHOOL

New Head:

Matthew Judd

Matthew Judd has been appointed as the new Head of Leighton Park School. He joins from Haberdashers' Aske's Boys' School, where he was Second Master and Executive Head of the Preparatory School.



MILTON ABBEY

New Head:

Judith Fremont-Barnes

Judith Fremont-Barnes will be the next Head of Milton Abbey from August 30, 2018. Previously at James Allen's Girls' School, King Edward VI School, Radley College, she became Deputy Head at More House School, moving to Duke of Kent School in 2011.



FOREMARKE HALL REPTON

New Head:

Rob Relton

Foremarke Hall is pleased to announce the appointment of Robert Relton as Headmaster. Mr Relton is currently Principal of Repton Abu Dhabi.



LORETTO JUNIOR SCHOOL

New Head:

Andrew Dickenson

Commencing August 2018, Andrew Dickenson takes office as Head of Loretto Junior School. Previously the Head of Kelvinside Academy Junior School (since 2008), Andrew and his wife Viv, join Loretto at an exciting time.



OLD BUCKENHAM HALL

New Head:

David Griffiths

Old Buckenham Hall welcome David Griffiths as their new Headmaster in September. David has worked at boarding schools including Monmouth School for Girls, Acting Headmaster Dean Close St John's and was Headmaster of Daneshill School.



FULNECK SCHOOL

New Head:

Paul Taylor

Fulneck School has appointed Paul Taylor as its new Principal from September 1, 2018. He is currently Deputy Head at Trent College. He was previously Assistant Head of Fulwood Academy and worked at St Peter's School, York.



MERCHISTON CASTLE SCHOOL

New Head:

Jonathan Anderson

Merchiston Castle School has appointed Jonathan Anderson as Headmaster, from September 2018. Previously, he was an Assistant Housemaster (1998), Housemaster (2003) at Christ's Hospital School and Senior Deputy Head at Worksoop College (2011).



PADWORTH COLLEGE

New Head:

Tom Arrand

Tom Arrand has been appointed Principal at Padworth College effective September 2018, leaving his current position as Acting Head at Monmouth School for Girls.

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APPOINTMENTS

FOR AUGUST/SEPTEMBER 2018



PERROTT HILL SCHOOL

New Head:

Alexander McCullough

Perrott Hill have announced Alexander McCullough as their next Headmaster effective September 2018. Since 2009 Alex has been the Headmaster of Polwhele House Prep School.



SHERFIELD SCHOOL

New Head:

Nicholas Brain

GEMS are delighted to announce the appointment of Nicholas Brain as the new Head Master of Sherfield School from September 2018.



THE READ SCHOOL

New Head:

Ruth Ainley

Mrs Ruth Ainley was appointed as Headmistress of Read School from July 1, 2018. Mrs Ainley previously held a position of Head Key Stage 3 and Teacher French, German and Latin at Read School.



ROSSALL SCHOOL

New Head:

Jeremy Quartermain

Rossall School has appointed Mr Jeremy Quartermain as the new Head. Previously Deputy Head at Brentwood School, he has also taught at Gresham's School.



SHREWSBURY SCHOOL

New Head:

Leo Winkley

Leo Winkley will be the new Headmaster of Shrewsbury School, effective September 2018. Headmaster of St Peter's School, York and former BSA Chair, Leo previously taught at Ardingly College, Cheltenham Ladies' College and was Deputy Head and Acting Head of Bedales School.



THE ROYAL SCHOOL, ARMAGH

New Head:

Graham Montgomery

Royal School Armagh has announced Graham Montgomery as the Head. Previously, a teacher and resident boarding master at Friends' School, he then became Senior Teacher Pastoral. In 2013 he was appointed headmaster of Cookstown High School.



RYE ST ANTONY

New Head:

Sarah Ryan

Rye St Antony are pleased to announce that Sarah Ryan, current Deputy Head of Mayfield School, Sussex is to join Rye St Antony as its new Headmistress from September 2018.



ST EDMUND'S, SCHOOL CANTERBURY

New Head:

Edward O'Connor

The Governors of St Edmund's School Canterbury has appointed Edward O'Connor as the new Head from September 2018. Edward has been Deputy Head at St Edmund's and is currently Acting Head of the Junior School.



TONBRIDGE SCHOOL

New Head:

James Priory

James Priory joins Tonbridge School as its new Headmaster from August 2018, having previously been Head of Portsmouth Grammar School. He is a governor of a number of preparatory schools and an independent day school.



SEXEY'S SCHOOL

New Head:

Helen Cullen

Sexey's School have appointed Helen Cullen as their new Head effective September 2018.



ST MARY'S SCHOOL, SHAFTESBURY

New Head:

Maria Young

St Mary's Shaftesbury have appointed Maria Young as Headmistress effective September 2018. Mrs Young is currently Deputy Head Pastoral and Head of Boarding at Worth School.



WEST BUCKLAND SCHOOL

New Head:

Nick Robinson

Nick Robinson has been appointed as the new Head of West Buckland School. He was formerly Deputy Head at Bedales Prep School, having joined from Castle Court where he was Assistant Headmaster.



Jack the Lad

JACK WHITEHALL IS FLYING HIGH. THE AWARD-WINNING COMEDIAN, WRITER, ACTOR AND MARLBOROUGH COLLEGE ALUMNI TELLS SCHOOL NOTICES HOW HE MADE IT AND WHY THE GRASS IS GREENER ON THE OTHER SIDE.

When did you first realise you were funny?

Probably when I started doing sketch shows at Marlborough. They went down a storm as it was me in front of all my friends. Then you go out into the real world and get a nasty shock when it's actual punters and they don't laugh.

How did your school years influence your career?

Hugely. Not only has my background been a source of huge amounts of material but I also met like-minded people, many of whom I still work with - like Freddy Syborn, who was in my boarding house. We still write together to this day.

When did you get your first big break?

Getting a solo show at the Edinburgh Fringe Festival was definitely the moment that people in the industry started taking notice of me.

Brits love to bash posh people. How did you make your accent work for you?

I think I owned the fact that everyone loves a bit of posh bashing. If poshness needs to be bashed a bit, which it probably does, then why don't I do the bashing?

Tell us what you've been up to.

I've released my latest stand-up special on Netflix. It's a great company to work for and it feels exciting to be doing something at a place that's always evolving and growing across the world. People will be able to see my stand-up on every corner of the globe.

You do such a variety of stuff. What work gives you the biggest buzz?

Whatever I'm not doing, that's what I miss the most. As in, if I'm doing a long tour, I yearn to be on set acting or in a room doing some writing, but then whenever I'm doing either of the latter I start getting the itch to be on stage again. I'll never be happy!

You've collaborated with your dad several times. Tell us a bit about him and why you ended up working together.

I used to talk about him loads on stage and finally got to the point where I was like: 'I need to stop making jokes about him.' That coincided with my producer suggesting we do a chat show together. We did it at Edinburgh initially and only planned to do a couple of shows. But I've woken a monster. I can't stop him now.

How was it travelling with him for your Netflix series?

Long. We did six weeks on the road. That's a long time to spend with anyone... but your dad?! We did have some great moments, though, and he does genuinely make me laugh a lot. If anyone's thinking of taking a gap year reading this, take a parent. They get all the bills.

What was the funniest moment on your travels?

Probably seeing my dad get a henna tattoo. I'm gutted it came off.

Which work are you most proud of, and why?

Probably [Paul Pennyfeather in the adaption of Evelyn Waugh's] Decline and Fall that I did for the BBC. It was something completely different for me and I think we did a really classy job.

What advice do you have for kids wanting to do comedy?

Develop some thick skin.

Tell us a joke.

This question.

What next?

Singing career.

Our thanks to *School Notices* for the use of this article

A global

perspective



Emma McKendrick
Headmistress, Downe House School

Preparing our young people for a fast-changing world full of opportunity, as well as challenge, is a key task for all schools. Many of our students will have opportunities to work overseas; a large number will work for international companies and very few will not have international colleagues, customers or clients. It is essential (and hugely enjoyable!) therefore to prepare our students proactively for the wider world of which they will be a part. Their path to success will require many skills and personal attributes including empathy, tolerance, the ability to work hard and lead, but also to work collaboratively and with integrity. Most important is that our students have a strong sense of self-worth balanced with humility which gives them the confidence to take on the challenges they will face and embrace the opportunities they have.

Most important is that our students have a strong sense
 of self-worth balanced with humility which
 gives them the confidence to take on the challenges they will face.



This has in fact been the long-held view of Downe House, and our founder, Olive Willis, who believed excellence, excitement and enthusiasm for the world around us should be the hallmarks of a school community. Downe House is a UK boarding school, proud of its traditional values and its international outlook, which includes celebrating the large cultural mix of nationalities represented in our community of staff, girls and parents. Special international days to explore the culture of, for example, India, China, Italy and Australia, are a regular feature of the School calendar.

A Term in France

Providing a cornerstone for girls to understand their place in the world is a key driver behind our school in France, Veyrines. Veyrines is dynamic, exciting and inspiring, yet its ethos is firmly rooted in the values of Downe House. Each year, our Lower Fourth (Year 8) girls spend an entire term experiencing life in the heart of the Périgord Noir, with every member of the year group taking part in this great adventure, which becomes a

highlight of their education at Downe House. This unique opportunity gives the girls the chance to achieve beyond their own expectations both academically and through their contribution to the school and wider community in Veyrines.

Global Schools' Network

We place real value upon this awareness of the world, which is why our Higher Education and Global Initiatives Department is a vital part of what we offer. This supports the girls in making the right career and university choices, and the team has developed an extensive Global Schools' Network providing access to a very special experience for our pupils. The network is made up of 16 Partner Schools across five continents, offering highly individual international exchange opportunities for girls in the Fifth Form (Year 10) to immerse themselves in life at schools in countries which include South Africa, the USA, Australia, New Zealand, Sweden, India, Spain or Germany and in return, girls from those partner schools join us to experience UK boarding school life at Downe House.

The Global Schools' Exchange Programme offers a very rewarding experience for girls to experience the life of a community a long way from home, to explore the cultural differences and often to make lifelong friendships. It is equally valuable for us to welcome girls from schools all over the world to integrate into our community – such a challenge offers huge social, cultural and educational benefits for everyone involved.

There is no substitute for experience when it comes to being a confident young woman, and our term at Veyrines and our Global Schools' Exchange Programme really does give our girls a first-hand taste of what to expect from other countries and their cultures. Such opportunities ensure girls leave us ready for *their* world.

Tudor Trails



Bethan Waddington

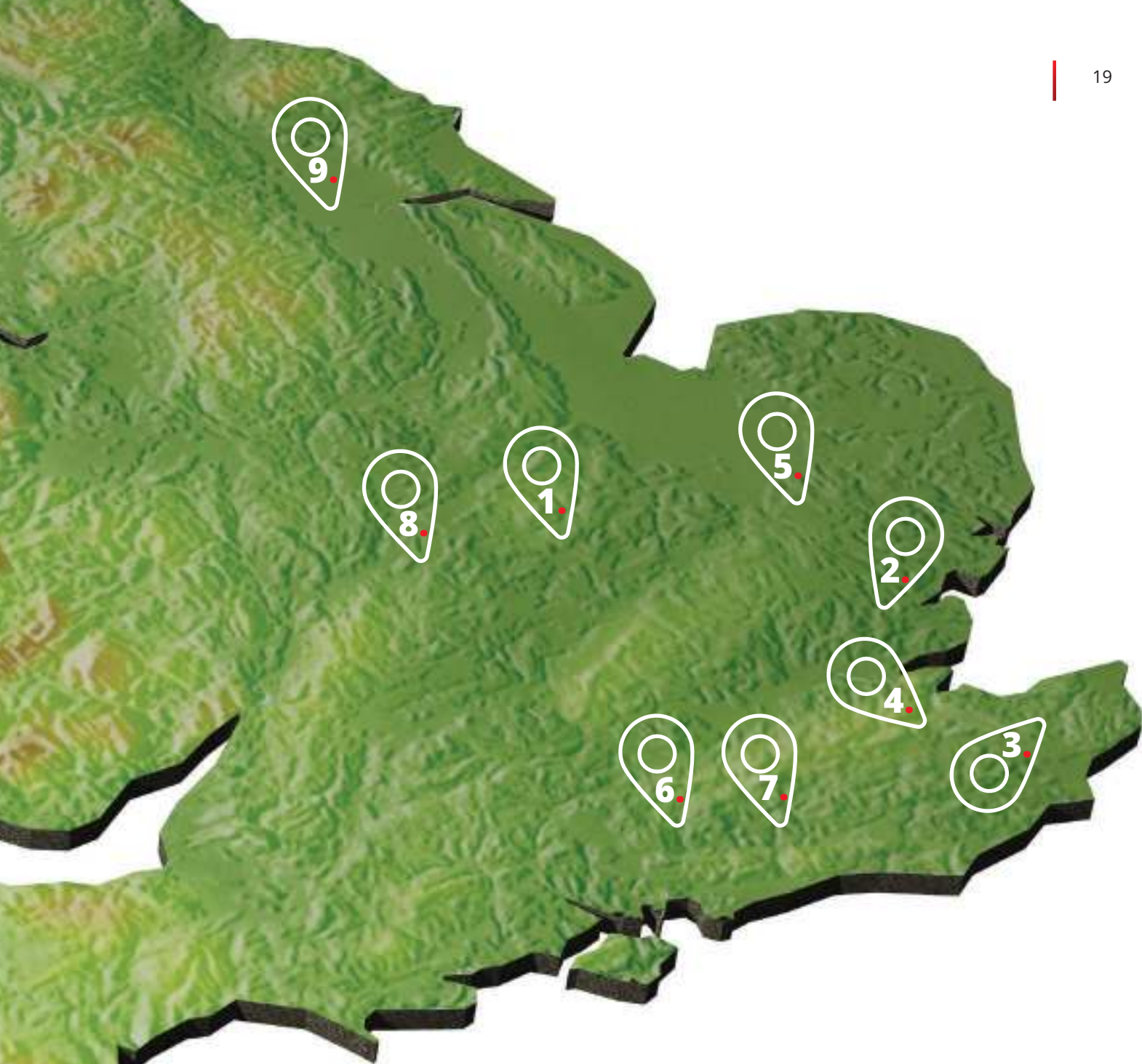
Training and International Manager, BSA

Do you ever find yourself in a room, looking around and wondering what the walls and fittings have “seen over years”?

I remember pondering this clearly during my first week in my dorm at university – but decided against pursuing that line of thought...

Better places to have these ideas are in impressive, older buildings that have stood stoically and impressively and through the ravages of time: welcoming and bidding adieu to different faces. Stately homes, public buildings, and even schools.





Imagine, if you will, what has happened in the room where Katherine of Aragon, first wife of Henry VIII, breathed her last in 1536. Would you be surprised to hear that it is now the study of a Headmaster? The south-west corner of what was Kimbolton House has withstood refurbishment throughout the centuries and the Head at **Kimbolton School (1)** sits and works amidst the weight of this nearly 500 years of history.

Even though we might disdain the Tudors for their overwhelming dominance in our modern school history classrooms, the dynasty played a significant role in the shaping of life as we know it and their influence and impact can be found throughout England, the UK and across the globe. Following Katherine of Aragon, it seems only natural to turn to one of the most dominant Tudor families, the Boleyn's. Best known for infamous Anne's role in England's break from the Roman Catholic Church, the Boleyn family were influential before this. Anne's father, Thomas Boleyn has been credited with the development of New Hall which was then sold to Henry VIII in 1517. Henry called the building the Palace of Beaulieu, but we know it, again, as **New Hall School (2)**. New Hall changed hands within the Tudor family again when Henry VIII passed it to his eldest daughter, Mary, after his death. Mary had spent time at the Palace of Beaulieu throughout her adolescence when the separation of Henry and Katherine meant she too was removed from Court.





→ Back to Henry VIII and the consequences of his adoration of Anne Boleyn. One of the most significant changes that came from Henry's wish to divorce Katherine of Aragon and his resulting separation from the Roman Catholic Church was the Dissolution of the Monasteries Act. In the space of four years, this act resulted in the dramatic change in the ownership of land and wealth across England. Part of this shift involved Henry restructuring and the foundation of seven schools. These schools to this day pay homage to Henry VIII by their names: the King's School. Of these, seven all still welcome students and three welcome boarders; **King's School Canterbury (3); Rochester (4) and Ely (5).**

Following in his father's footsteps, young Edward VI used his position to found schools. Edward seems to have been more interested in the pastoral merits of this, as well as getting praise and acclaim as he established schools – especially to provide education for the poor. **King Edward's Witley (6)** was established in 1553, though it wasn't known by its current name until the nineteenth century, when it also moved to its current location. The original school is associated with Bridewell Royal Hospital, the name taken from the palace that originally occupied the land.

Christ's Hospital School (7) was also founded by Edward VI with the same idea to educate and provide for the poor. Just 11 days before Edward's death, he signed a charter for the school marking himself as both founder and patron. Proving that some things really do stand the test of time, Christ's Hospital School is well-known for its uniform, having hardly altered it from the original Tudor design.

Of course, it is not just royalty that are involved in the founding of educational establishments. Those of less-illustrious birth have made their mark on our education system. Successful grocer, Lawrence Sheriff, used his influence and wealth after becoming the favoured purveyor of spices of Elizabeth I to endow a school for the children of Rugby and Brownsover.



Rugby School (8) is still here today as the result of his foresight.

Finally, when talking about the impact of people on schools, it seems only proper to think about those the schools have tried to have an impact in turn. It is popular practice to share in the successes of noteworthy alumni, but sometimes these alumni have brought with them infamy, rather than fame.

Take Guy Fawkes, who was educated at a school that has now moved to sit on lands once owned by the Fawkes family.

St Peter's School, York (9) can count one of England's most infamous political dissenters amongst their alumni. Guy Fawkes studied at St Peter's in the 1570s, right in the middle of Queen Elizabeth I's reign.



It was Mr Fawkes' later activities involving quantities of gunpowder that brings us tidily back round to where we started, Kimbolton House. Sir John Popham, judge at the trial of Guy Fawkes in 1605, is believed to have occupied Kimbolton in around 1600.

And so, you see what can happen when you look around and consider your surroundings. One trail of thought can wend its way through years of history. Happily, it has taken us via some lovely and esteemed locations.

Tackling

peer-on-peer bullying



As someone who has worked in the anti-bullying field for many years, it is easy to feel a sense of the inevitable about it all. With government statistics suggesting a third of children have experienced bullying at least once in the last 12 months, with at least one child in every class experiencing bullying daily or weekly, it is tempting to feel we're fighting a losing battle.



However, it is not inevitable as many countries have lower levels of bullying. Global research suggests individualistic societies such as the UK and the USA see much higher levels of peer-on-peer bullying, whereas in collaborative cultures it is less apparent. The more I work in this field, the more I have a sense that the heart to tackling bullying behaviour lies not in chastisement and firm discipline but in fostering co-operation.

In the UK, we define bullying as behaviour that is intended to hurt, is repeated, and where there is an imbalance of power. Cyberbullying is a drive to assert yourself over another through toxic verbal attacks on social media platforms, or public shaming through videos and images. Those of us that may have experienced or witnessed face to face bullying will recall the glint in the eye of the perpetrator as they identify your 'weak spot' and probe until they are sure you are in pain and they have mastery over you. At its heart, bullying is a power grab. In competitive environments, where there is support for 'survival of the fittest', we will see bullying behaviour as the child or adult is driven to assert their dominance.

Matthieu Ricard in the brilliant 'Altruism: The Science and Psychology of Kindness' makes an argument for children being naturally altruistic. But is clear that this needs to be preserved and encouraged through a focus on cooperation. He cites the work of Jacques Lecomte and the four parental attitudes that are 'most apt to favour altruistic behaviour in children:

- Expressing affection
- Acting in an altruistic way oneself, serving as an example
- Making children aware of the impact of their actions on others
- Providing children with the opportunity to be useful to others



Lauren Seager-Smith
CEO, Kidscape

This is deeply encouraging, as we have an opportunity to foster what is innate in a child. Rather than focusing on the strength of our anti-bullying policy, although this has its place (usually gathering dust on a shelf), we would be better to ask ourselves:

Do I express affection to the children in my care? Do I show them through words and actions that they are valued and are enough?

Do I model altruistic behaviour to the children in my care? If altruism can be understood as compassion with action do I act swiftly if I see a child or colleague in difficulty or in pain?

Do I support children to learn from their behaviour and see the harm they have caused? Do I make sure that they are moved to change their behaviour for good rather than just feeling chastised? Do I seek to understand why they feel the need to dominate over others?

Do I provide opportunities for children to help one another? Do I foster team work and collaboration?

This is the long game. We can't change cultures and behaviours overnight and there is a need to understand the interplay between cooperation and healthy competition in a more nuanced way. However, the good news is that the majority of children show their innate kindness and care and do not bully others, and this is what we must encourage and celebrate.



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Stronger together, better for all



AEGIS and BSA have formed a partnership to promote excellence in guardianship. BSA Chief Executive Robin Fletcher explains why.



Yasmin Wigglesworth
Executive Officer, AEGIS



Robin Fletcher
Chief Executive, BSA

It's fair to say that boarders are now safer at their schools than at any time before. Laws and guidelines insist on young people being protected and safeguarded, and schools rightly now place huge focus and attention to ensure this happens.

Can every school with boarders however say the same is true when it comes to guardian arrangements? Sadly, one suspects not.

Rules and guidance around international students having named guardians and staying with them from time to time are not as well known, or clear cut, as regulations applying to residential settings like schools, such as (in England) Keeping Children Safe in Education or the National Minimum Standards for Boarding.

This is an obvious concern and is a key reason behind the new AEGIS-BSA Partnership announced at the beginning of June.

Gloucestershire-based AEGIS is the BSA of the 'guardian world'. More than 50 BSA member schools belong to it, along with roughly the same number of stringently inspected and accredited guardianship organisations.

AEGIS' staff of three, led by Executive Officer Yasemin Wigglesworth, provides vital support, guidance, advice and training to all involved in the world of guardianship – important work that contributes directly to keeping standards high and young people safe.

Through the partnership, Yasemin has now joined BSA's four-strong senior management team, and AEGIS' chair Dr Helen Wright (former Head of a BSA member school) will attend future meetings of BSA's Executive Committee. Likewise, I will be joining AEGIS' trustee meetings.

The key aim of the partnership is for BSA and AEGIS by working together to do more than they could separately. A small early example of this collaboration is an offer for BSA members to purchase a copy of AEGIS' guidance on the laws surrounding guardianship (prepared by legal firm Veale Wasbrough Vizards) at a discounted rate. Likewise, BSA schools that decide to join AEGIS can do so at a reduced rate – and get a free copy of the report.

More partnership work will follow, including more training on guardianship for BSA members and a joint AEGIS-BSA conference next year.

With so many different education associations providing parallel, complementary or sometimes even overlapping services to independent and state schools and colleges, there has never been a more ideal time for a pooling of expertise and resources.

For AEGIS and BSA, and their members, this is now happening – creating a 'win-win' for everyone.

Exchange perspectives

Elif Sonmez, Head of Girls' Boarding at Robert College in Istanbul, and Claire Elliott, Head of Boarding at St Mary's School in Cambridge, discuss how the exchange programme between their two schools has shown that boarding everywhere has the same beliefs, concerns and values.

I have been the Assistant Head of the girls' residence at Robert College, Istanbul, since 2006 and last June I became the Head of the Residence. The exchange programme has provided me with a frame of reference, which helps me to evaluate what I am doing with my residential team. It helps me see the areas in need of improvement and the areas to celebrate. I was looking for an opportunity to observe different boarding schools and their philosophy. That's why it was very exciting to hear from St Mary's School, Cambridge.

During my visit to the Mary Ward boarding house in March 2018, I observed so many differences, yet many common areas. Although our school is made up of only Turkish students and St Mary's boarding is mainly international students, all the girls are adolescents and their issues remained the same.

I was inspired by the prefect and 'big sister' system in Mary Ward House. Likewise, observing how Claire keeps records of the girls and liaises with the

teachers about their academic progress, as well as meeting with each student on a regular basis, was inspirational. Finally, I observed how the Monday meetings where the whole House meets together, were efficient and organized.

During a sightseeing trip with the boarders, I had an opportunity to chat with the girls informally and got some good answers to my questions. Simply chatting with Claire was another enlightening experience as we speak the same language – the language of a boarding school – and we understand each other professionally.

Experiencing 'real-life' and having one-to-one interaction with new ideas and

methods helps you to learn faster. By 'breathing in the same air' as it were, as the people who are in a similar role but in a different cultural setting, makes one's perception deeper and that common shared experience stays alive for a very long time. From another point of view, the exchange programme was cost and time effective. In three or four days, it was possible to visit the classes at school, observe life in the boarding house and do some sight-seeing. This experience was professionally and personally refreshing.



Elif Sonmez

Head of Girls' Boarding, Robert College, Istanbul

ngoing tives

I became Head of Boarding at St Mary's, Cambridge in January 2018, after a year as Housemistress there. Prior to that I was Head of RE and Head of Year 7 in a girls' state school, so am very new to the boarding world. To have an opportunity to share ideas and experiences with someone in a similar role and visit another boarding school was an opportunity I was not going to let pass me by!

Elif visited our school for four days in March and I returned the visit with four days at Robert College in Istanbul in the May half term break. During my time there I had meetings with a whole host of people: the Turkish Director, the Deputy Head (Pastoral), the Head of Counselling, the co-ordinator of extra-curricular activities, the school doctor, the Head of Boys' Boarding and the librarian. I was taken on a tour of the school by a student and observed a number of lessons. I was privileged to attend a pastoral/welfare meeting with the heads of year, school counsellors and doctor. It was fascinating to see how another school operates and being professionally curious, I enjoyed talking to professionals who work with boarders.

Upon reflection, our contexts are so very different: we are a single-sex school with a small boarding contingent (650 students, circa 80 boarders from aged 9-18)

whereas Robert College is co-ed with over 1,000 students, 190 of whom are boarders aged 14-18. Our boarders are mainly international students, whereas Robert College has solely Turkish boarders. We are a Roman Catholic school, whereas Robert College is following an American tradition within the Turkish Education framework, with no religious affiliation and yet the issues both Elif and myself and our teams face, are the same.

One striking difference, I noted however, was the difference in provision for help with students' well-being. Of course we have our own support systems in place for girls who may be experiencing social or emotional problems (our girls may talk to school staff including the boarding

staff, nurses, a part-time counsellor, teachers and the school chaplain as well as the Independent Listener) and are renowned for our excellent pastoral care. At Robert College each year group is assigned a full-time counsellor who stays with them throughout their time at school.

More generally, exchange programmes, especially within the UK, are a cost-effective means of individualized professional development. This was the first time I've taken part in a professional exchange programme and would highly recommend it.



Claire Elliott

Head of Boarding, St Mary's School, Cambridge



Exceptional Staff

key to success in international boarding



Alex Colenso

*Head of Boarding and Pastoral Care,
Lyceum Alpinum Zuoz*

The Lyceum Alpinum Zuoz is one of the oldest International Boarding Schools in Switzerland. It was founded in 1904 in the alpine village of Zuoz, just 20 minutes from St. Moritz. About 300 students aged 12-18, follow programmes leading to the International Baccalaureate Diploma, IB Career-Related Programme or the Swiss Matura.

Meeting the needs of international boarders is not always easy. But our 17-strong boarding staff team are the key to our success. Coming from a wealth of backgrounds, between them they speak 10 different languages and have worked in nursing, counselling, as well as sports, language and teaching. As boarding staff are not on teaching timetables they arrive for duty fresh, focused and ready to provide the best possible pastoral care.

We've recently shifted our attention to ensuring boarding staff live on site, and in one year, have created three residential opportunities for external staff. This gives the boarding houses a better sense of community with boarding staff, families and boarders living lives intertwined. The school is unique in the sense that on top of families living in, the houses have a member of staff on duty 24 hours a day, seven days a week.

We work collaboratively with our Health Centre, headed up by our resident GP. Her team includes nurses, a sports massage therapist, counsellors and child protection officers. We make sure we foster a culture of care within our small school of 200 boarders and 100 day students, with a ratio of 12:1 boarders to pastoral staff. Boarding staff are well trained in listening and non-verbal communication, they approach their interactions with boarders in a non-judgemental way, offering mentoring which is intentionally detached but which has independent academic plus social engagement and fulfilment at its heart.

Continuing professional development is an important part of our appraisal system, and we are well aware that our field of work is in a constant state of flux. Zuoz is a village of a thousand people and is neatly nestled away in the Alps, on the border with Italy. It is easy to think we are tucked away in a safe and quiet corner of the globe. This is not necessarily the case as more and more of our young people's lives are impacted by what they see and do online and the pressures they face as a result of the constant appraisal of themselves by their peers, their guardians and the media.

Off the back of the success of Julie Wilkinson's, from *Brave the Rage*, training, it was decided we would





“

We have an excellent variety of experience and backgrounds, so it is important to us to have a sound knowledge of up to date boarding thinking and practices.

”

review our continual professional development training. We started to look for training that could take place here without the need to travel and would provide balance and recognition for all our boarding and pastoral care staff.

We looked at the BSA certificate in International Boarding and, through conversations with BSA Director of Training and International, Andrew Lewin, were able to adapt the template for this course to better suit to our needs. We have an excellent variety of experience and backgrounds, so it is important to us to have a sound knowledge of up to date boarding thinking and practices. We tailored the content, removing information relating specifically to the UK boarding experience and replacing it with Swiss content. Being a school of 35 nationalities,

it was important for us to stress cultural identity, values, and differences. The process of induction, culture shock, integration, identifying plus meeting the pastoral and academic needs of the international student were all important focuses for us.

We split the training over two days – in January and March. It was beneficial for us to have Andrew here on site as we were able to extend the training into the twilight and get the most out of him. Andrew was good enough to conduct peer mentor training for a group of senior boarders as well as look over our boarding practices and supporting documentation into both evenings.

As I write this, all our boarding staff are working with mentors to produce the

introduction to the 3,000-word reflective essay that accompanies the two days of training. In the end the plan is to have every member of staff employed in boarding at the Lyceum Alpinum with a Certificate in International Boarding and accredited as boarding practitioners from the BSA.

But there is no room for complacency within the boarding sector. We know the needs of pupils and their parents are ever-changing – as is the world around us. For us to continue to enjoy our success and to provide an excellent international boarding experience, we must have staff who are constantly adapting and developing.



Nick Wergan

*Headteacher, Steyning Grammar School & BSA
Vice Chair (State Boarding & Chair Elect) 2018*

Character matters, and boarders have a unique advantage in developing this.

We recently appointed our new student leadership team in boarding at Steyning Grammar School. One of the outgoing team became quite emotional and told me how boarding had changed his life - he was adamant that his mindset and his potential future had changed because of his boarding experiences. That's why I love boarding.

It is an absolute privilege to work in the most holistic way with young people and to see and hear how they are developing in ways that ensure they will flourish in future life.

When asked how boarding had changed their lives, our leaving students of 2018 all replied in a similar vein: "I have become more confident in making new friends when faced with a new environment"; "I have become more independent and those around me have noticed"; "it makes you more independent because there's nobody to chase you to do what you have to"; "it teaches you to learn from your mistakes and others' mistakes in order to improve yourself". For these students, boarding was the perfect environment for them to develop their character. They have all spoken openly about how boarding is developed them positively, and how a boarding student can be uniquely advantaged in developing character.

As boarding teachers, we can be highly ambitious with the success criteria we set ourselves in boarding. Our success should be measured by how well our students flourish as adults. Imagine a former student is at University or deep into their apprenticeship, and life is tougher than the marketing videos suggest.



Deadlines are snowballing and the student needs to work through the night – they have their regular dose of fresher's flu and no matron to turn to – what do they do? They dig deep into their boarding experience's grit and battle through.

Another scenario – the opportunity of a lifetime has come up – a placement abroad, a promotion outside the comfort zone, a job they didn't imagine would come their way – do they grab this opportunity? Yes, because of their embedded boarding zest and curiosity. They have lived outside their comfort zones and will continue to find doing so an exciting opportunity. Boarding is an absolute privilege and the most tremendous opportunity for our students.

Employers and universities looked for evidence of student character as key to their selection criteria. The most

successful Chief Executive Officers are appointed for their mindset, their grit and their zest. The enrichment opportunities boarding school offers provides our students with the richest opportunities to develop this character.

And the evidence supports this. As Angela Duckworth, the author of *Grit - The Power of Passions and Perseverance* says:

"If I could change one thing about the world, it would be that every child engages with at least one co-curricular club or activity every week."

In a similar vein, the Education Endowment Foundation (EFF), *Teaching and Learning Toolkit*, says that "studies of adventure learning interventions consistently show positive benefits on academic

A group of nine people, eight students and one adult, are posing on a rooftop. They are all wearing dark blue safety harnesses. The group is arranged in two rows, with some people standing and others kneeling or sitting in the front. They are all smiling and some are waving. In the background, there are several large yellow and red construction cranes against a cloudy sky. A banner with the word "arco" is visible in the background.

Character Matters



learning.” It goes on to say that “[o]n average, pupils who participate in adventure learning interventions make approximately four additional months’ progress over the course of a year.”

I am delighted therefore that the theme for next year’s BSA Heads conference will be ‘Building Character’ – which I shall be putting centre stage during my time chairing BSA.

We each translate character education in different ways in our schools. At Steyning Grammar we have built our curriculum around the work of Professor Martin Seligman, pioneered by KIPP schools in the US and in particular his PERMA model as a theory for happiness. Each aspect of PERMA needs to be maximised for students to develop into flourishing adults:

- Positive Emotions
- Engagement
- Relationships
- Meaning
- Accomplishments

This is the longer-term success criteria I was talking about earlier. At Steyning, we have honed this in to Eight Learning Characteristics that matter to us – and our curriculum, assessment, reporting and co-curriculum are built on these:

- Curiosity
- Zest
- Gratitude
- Grit
- Growth Mindset
- Self Control with Learning
- Self Control with Others
- Understanding Others

Our character education work has also developed in areas we hadn’t anticipated. Within gratitude, for example, is optimism. So part of our gratitude work teaches and assesses optimism. Flip this work, and those students who are least optimistic show clear propensity for pessimism. Our optimism index of students is now a key cornerstone of preventative mental health work.



I also hope that our Character Education work will develop the foundations of understanding service. My school chaplain rightly challenged me on why students were choosing to volunteer – was this for their CVs and UCAS reference – or was it because it is the right thing to do? To embed a culture of service we are including volunteering in our KS3 curriculum, and I am absolutely delighted that in 2019 The BSA will launch an additional participation initiative, called On Board, to involve boarders in community support projects in their local communities.

I remain therefore profoundly optimistic. There is so much exciting work going on in state boarding schools, and in the BSA. We have a unique provision and offer, but we equally have much we can learn from, as well as share, with the widest boarding community. The BSA State Boarding Forum (SBF) gives us the best of all worlds, and I would urge every SBF and independent school to engage with each other, for peer support and peer challenge, and with BSA for the outstanding support they provide for us.



Pictures courtesy of Steyning Grammar School

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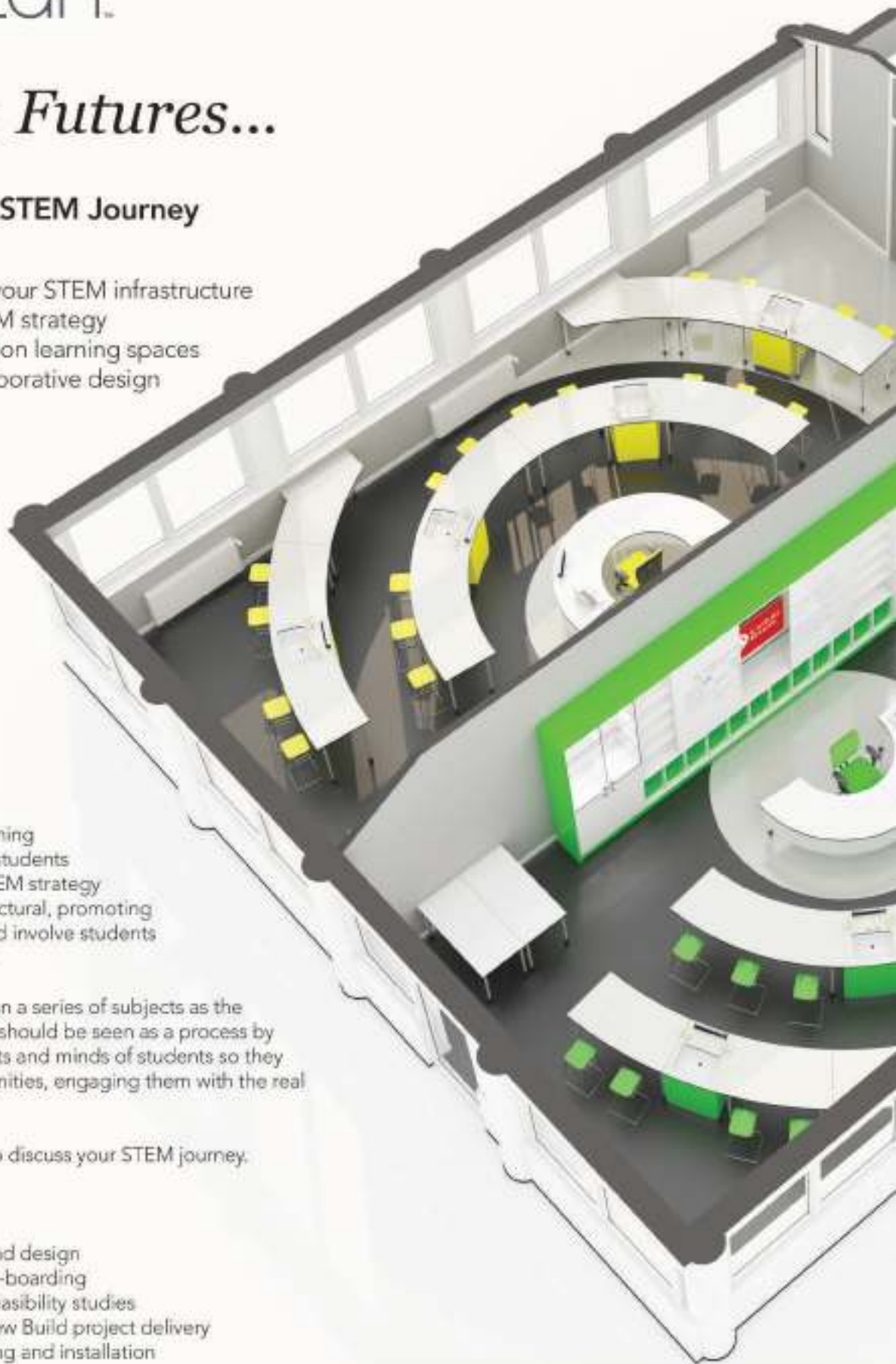
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Harnessing the power of schools and parents



Sending your children to boarding school is not an easy decision for a parent to make. From the obvious 'which school to choose', all the way down to 'where can I buy great second-hand uniform?'

School Notices has developed an online independent school marketplace that could help bring parents together in to a like-minded community. The BSA spoke to Gordon Dawson, Co-Founder of *School Notices* for the *Boarding School* magazine.

What was the experience that prompted you to create School Notices?

Four years ago, myself and Clare Reid, my Co-Founder, were chatting with some other parents on the pitchside at our children's rugby match at Cheam School. One of the parents mentioned that they wanted to rent out their villa in Portugal but to someone they felt they could trust, and another was looking to sell their puppies but 'didn't fancy Gumtree!' And so, School Notices was born.

So how does it work?

We've taken the idea of the old-fashioned school noticeboard and created a website where independent school parents or alumni can buy, sell and connect with other like-minded members across a network of schools, both boarding and day, across the UK.

We've got everything from school uniforms, trunks, instruments and house furniture to holiday villas and even jobs. With such a choice of notices and some really insightful content for busy parents such as how to reduce exam stress or how to prepare for boarding school, it's become a one-stop resource for our members.

What sets School Notices apart?

It's so much more than just a community; 25 percent of the advertising revenue from our website goes directly to support our member schools' fundraising initiatives.

At the time of setting up the business, our school was raising funds for a new DT and Art block and Clare and I thought what if we could help provide an alternative revenue stream as well as, maybe, a less binary way to attract funds from alumni who might want to advertise their businesses to our members, whilst knowing they are benefitting their old schools?

The platform connects the dots between parents, alumni, schools and businesses in a way that benefits everyone. Members can network within a trusted community; businesses can reach out to our members; and schools benefit from the fundraising support from businesses within their community.

How do schools sign up?

There is no sign-up fee for the school or for the school's parents and alumni to join and post notices/access exclusive offers. We already have over 130 UK member schools and have recently launched in Singapore, Hong Kong and Australia. Our members love knowing that not only are they accessing a really valuable community, but 25 per cent of all affiliated advertising revenue goes back to their school, whether for a new hockey pitch, theatre lights or, increasingly, bursary foundations.

What are some of the more interesting notices you've seen on the marketplace?

We get asked this question a lot and the variety of notices never ceases to amaze us! Puppies are certainly a popular feature and they go so quickly, then there's holiday homes available to rent from two bed cottages in the Cotswolds to 10 bed villas in Barbados. We can easily waste an hour just browsing the property section dreaming of holidays! Second-hand school uniforms and instruments are also regular items, as are students looking for gap year work.

Personally, though I was devastated when I recently missed out on two Rolling Stones concert tickets!

For more information on how your school can benefit by becoming a member visit

www.schoolnotices.co.uk

or contact Gordon on

gordon@schoolnotices.co.uk

or 01256 223 060

10 Steps

to a Successful School and Wellbeing Programme



Jonny Spoward
Deputy Head Pastoral, Heath Mount School

Heath Mount School was the winner of the Mental Health and Wellbeing Award at the Boarding School Association's 2018 Heads' Conference. One of the oldest Schools in the country, Heath Mount is a co-educational Pre-Prep and Prep school for children aged 3-13, set in 40 acres of the beautiful Woodhall Estate, near Hertford.

After impressing the judges with our approach to supporting and maintaining the wellbeing of all of our pupils, we asked Jonny Spoward, Deputy Head pastoral, to give us his '10 steps to a successful school mental health and wellbeing programme'.

1.

The Road Ahead: know where you are going

How do you build upon strong pastoral foundations to create an effective wellbeing programme? It sounds obvious; we started at the beginning and drafted a sound, four-year plan approved by the Senior Management Team and our Board of Governors. Our plan clarifies both our short and long-term vision. Our launch year of 2017-2018 was ambitious. We knew it was vital to get off to a flying start, after which our ideas would have their own momentum. Our plan covers the team responsible for implementation and how we will achieve our goals, which can be summarised as: identifying and monitoring awareness; staff development and support; our ethos and environment and the curriculum, teaching and learning. Once you have a plan, be flexible. With input from staff, parents and the children, it can always be improved!

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ool Mental Health amme

2. Assemble a great team

As those working in education like to remind children: Together Everyone Achieves More.

Our starting point was to establish a strong team. We recognised, to be successful and sustainable, we needed to pull together the skills and experience we already had. Our first step was to appoint a Head of Wellbeing. A detailed job description was created and the successful applicant was appointed internally. Rebecca Post is passionate about wellbeing across the School and has been in the role for just over a year. Working alongside me, she has pushed forward many of the ideas in our plan. Our team also draws upon the expertise of our nurses, school counsellor and Heads of Years. We strive to create an environment of 'mental wealth' where children are happy, ready to learn and can develop their own 'toolkit' to help deal with the problems life may throw at them.

3. Get your procedures and policies in place

Once you have taken steps one and two, establishing 'how' you want your wellbeing programme to actually work becomes an easier task. Map out a clear structure and referral framework. This should utilise both your internal and external wellbeing support network and allow pupils to progress through a 'wellbeing support pathway'. Brainstorm how this can work, refining the process so it can be easily communicated. It is not necessary to rush into a written policy. Instead, focus your energy on communicating clear goals everyone understands and can work towards. After your first year of a co-ordinated wellbeing programme, you will have a better idea of what should be captured by your mental health and wellbeing policy.

4. Training

Seek ways to knowledge share and increase the understanding of mental health and wellbeing amongst all staff so they can help themselves and the children. Look at the skills you can develop; for example, our Head of Art is now an ARTiculate facilitator.

5. Track pupil happiness

We have used 'Happiness Surveys' to track the happiness of our children for the past six years. Our quantitative data allows us to anticipate the shifting stressful times, identify any trends in the causes of stress and respond proactively. For instance, our whole-school transition process has been adapted to minimise the worry associated with moving year groups.





→ 6.

Now your wellness recovery plan

A flow-chart support pathway means all staff know the referral process depending on the nature of the concern. Concerns are 'triaged', with a Level 2 concern triggering the involvement of a network of external specialists. The structure means that individuals involved with a child are kept 'in the loop' throughout interventions. The Head of Wellbeing is tasked with overall responsibility for checking progress, follow up intervention and parent liaison.

7.

Parents are key

Parents want more than anything for their children to be happy. Work in partnership with them, offering them easy access to key members of the wellbeing team and provide a range of talks for them to attend.

8.

Do not forget your staff

There is growing evidence suggesting stressed, unhappy staff impact the happiness of children. Encourage your staff to stay active and look after their mental health. Engage with them to find ways to support them.

9.

Get a nurture pet

Our nurture dog, Doodle, has been a welcome, calming addition during exams, learning support sessions and when listening to readers. He is available if a child feels sad, wants to talk whilst stroking him or if a member of staff would like to walk him around our grounds.

10.

Keep improving

Do not stay still. There is always room to grow and improve. Be proactive and stay ahead of the game. The issues impacting children's wellbeing shift and change, and schools should be quick to adapt and respond.



Picture courtesy of Heath Mount School



L-R: Deputy Head of Pastoral Jonny Spowart, Headmaster Chris Gillam, Head of Wellbeing Rebecca Post

trish
dooley

Trish Dooley MA, CPCC, ACC

Professional & Personal Coach
Leadership Consultant

Trish is a certified coach, workshop leader and trainer. Previously a senior leader in schools, she has worked with leadership groups, headteachers and senior and middle leaders, and is currently the coach on the executive leaders programme delivered by the national educational leadership body ASCL. She coaches clients who are trying to; find a healthy balance between their life and work, prioritise their work in stressful environments, develop their leadership competencies, clarify their next role or career path and ultimately, secure a deep sense of fulfilment and happiness in their life and work.

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The road to leadership

Tell us about your career journey so far?

I discovered early in my career that I am most suited to the 24/7 buzz of boarding schools. I started at St Edward's Oxford, before moving on to Oundle, where I became Deputy Head of Laxton. I then moved on to become Deputy Head of Reigate Grammar School before becoming Head of Wellington School in 2006 and then Head of Cranleigh in 2014.

Although these were perhaps the headlines, the key moments for me were found in the smaller roles: running the athletics or the RAF Section, initiating a scholars' scheme, taking on PSHE or Prep School liaison and running a working party on marketing for a new Head. I learned not to be parochial and keep as broad a view on things as possible. Most of these roles had no defined job description: they were delegated responsibilities and not delegated tasks, so I had to initiate any changes or improvements, consult, compromise and put them into practice - most leadership roles are like that. Like anyone, I made quite a few mistakes along the way and hopefully learned a little from them.



Martin Reader
BSA Chair, 2018
Headmaster, Cranleigh School

What are the key qualities of a successful Headteacher in 2018?

We're expected to be all things to all people. I think we are all expected to be heroes of integrity and visionary foresight, have amazing communication skills, strong empathy, and the flexibility to juggle between being a business leader and strategist one minute and an approachable teacher the next – with the hide of a rhinoceros.

Ultimately, Heads have to be themselves. Be prepared to be vulnerable and sometimes show it and realise they cannot do it all by themselves because they are just not that good at everything.

Which leaders inspired you?

I have been blessed to work with some really good Heads. Above all, what I have taken from each of them was the need to sustain a deep personal and moral commitment to the pupils above all else. This meant that I always observed a certain restlessness never to settle for second best and to keep improving. I remember so vividly David Thomas, Head of Reigate Grammar repeatedly reminding us before a decision: 'pupils first'.

I want to pay tribute to two leaders who had the most impact on me: Charlie Baggs and Katy Ricks – both of whom were 'middle leaders', and not Heads. It is those in Head of Department and Housemaster posts who have the most impact on young teachers. Their inspiration did not just lie in their practice, performance and ideas but also in the fact that they were enablers – who were prepared to trust a less-experienced teacher.

Charlie Baggs was Housemaster of Corfe House at St Edward's when I was Resident Tutor. I think I learned more about pastoral care and leadership from him than anyone else: show care by spending

time with and taking an interest in a young person as an individual and give them the space to choose to get it right within clear guidelines.

Charlie taught me what it meant to be a 'schoolmaster' rather than a 'teacher'. The principle was that what we do as educators is not confined to the classroom and is as much about our co-curricular involvement, our tutoring, our duty nights, taking trips. Of course, it makes us a better classroom teacher too. Because of him, I have always looked for staff and for leaders who display that vocation and commitment.

Katy Ricks, who is now Head of Sevenoaks, but was Head of English at St Edward's for five of my six years there truly taught me how to teach – going beyond what I had learnt at university and my own idealised image of what it meant to be a teacher. Katy had the sharpest subject knowledge, but she was brimming with practical ideas to engage our students. There was a constant stream of resources from her, which encouraged us to share in turn, reviewing of practice, moderating and sheer enjoyment of literature. Katy was prepared to make brave decisions – because she was never going to allow any pupil to be short-changed.

Only three years in to teaching, she gave me responsibility for and trusted me with the development of the department's approach and schemes of work for the new GCSE syllabus. This allowed me to develop ideas but always with the scrutiny of the department. I have continued to use that method of working as both a deputy and a Head as it was simultaneously motivating and, on reflection, a very efficient way of managing change.

How in turn, do you set about creating strong leaders within your school, staff or pupils?

With staff, I have tried to do this by giving them responsibility and the authority to make decisions without constant supervision. I think it is important to have smaller, defined and time-limited projects for people to learn from which are not too high stakes. As I have said, people like to be trusted and are fulfilled and motivated when they are. However, I am still learning, and I think at times I have not always had sufficient formal one-to-one meetings with people to check on how things are going, to reassure and to encourage greater reflection. I also need to keep repeating the leadership messages far more than I do so everyone is aligned and learns the importance of this.

With pupils, the principles should be the same – give them opportunities and trust and keep letting them know that the most important thing is for them to find out who they are and what they believe in, so they can lead themselves and make good decisions. The practice is harder than the theory, so I cannot confess to have cracked it – this is one area we have identified as needing more focus. If you've cracked this, I am happy to receive answers on a postcard and would prefer it to an email!

This article was originally published in *Independent Education Today*.

Preparation is key:

10 steps to support pupil wellbeing during
assessments and examinations



Steven Winter

Deputy Headmaster, Bethany School



Alan Sturrock

Pastoral Deputy, Bethany School

As we start a new academic year, the stress placed on pupils during assessments and examinations can be forgotten in the glow of successes from the A level and GCSE results days.

At Bethany School in Kent, a great deal of thought goes into considering how pupil wellbeing can best be supported during the stressful exam period. We highlight the need to place the child at the centre of every decision and we believe that by doing so, we will usually take the right approach. Key to our approach to pupil support during assessments and examinations is that strategies for promoting wellbeing are thought-through and rehearsed at the start of the year – so the routines and behaviours become normalised, offering maximum support to pupils when it comes to the examination period itself.



Bethany School's 10-step approach to promoting assessment and examination wellbeing starts with the adage 'planning and preparation prevents poor performance':

- 1 Begin preparation early: considering individual pupil needs at the start of the year means all elements of examination preparation have been rehearsed.
- 2 Provide pupil and parent sessions on effective revision and mindful preparation for the examinations. Support this with regular updates to pupils and parents on effective revision strategies.
- 3 Support pupils with coursework 'pinch points' through after-hours access to academic facilities.
- 4 Ensure pupils with examination access arrangements are given the opportunity to practise in an examination environment (e.g. if taking examinations alone, they will have the opportunity to do this prior to the examination).
- 5 Work on individual strategies for pupils with anxiety around the examination room itself, so they can rehearse beforehand how they will deal with "over the threshold" moment.
- 6 Encourage parents of day pupils to practise the examination day routine at home, so pupils feel comfortable with the pre-exam routine and can identify any areas of difficulty or stress beforehand.
- 7 Run examination warm-ups for pupils to receive specific advice in the run up to the examination and talk through any anxieties with their tutors. The shared experience of these can minimise individual anxieties.
- 8 Support pupils to keep up their energy levels and prevent fatigue during examinations by providing water and a cereal bar or fruit in the examination warm-ups.
- 9 Offer boarding pupils the opportunity to unwind by opening school sports facilities in the evenings and at weekends and, if possible, make early

morning swimming available, which helps pupils work and exercise when they are most effective.

- 10 On results days, have Tutors, Housemasters/Mistresses and Senior Staff (including Head of Sixth Form and UCAS Coordinator for A level results) available to share in pupils' successes and to provide appropriate counsel and support for those who may have missed out on what they had hoped to achieve.

We have found over the past two years of running this programme that, for those pupils whose anxieties are well known, any performance loss in examinations is minimised by practising and rehearsing their strategies for assessments and examinations.

However, it is not until after all issues arising from the results days have been resolved that we feel our job for the year is done.

From very early on both results days we have Senior Staff and Tutors available to meet pupils and families to provide valuable one-to-one counselling and support, with next steps both for those who have exceeded their expectations and for those who have not made the grade. Pupils and parents are hugely grateful for the time that is spent with every individual who needs support on results days and in the days afterwards.

Our focus on the individual during the examination period benefits the whole school community. All pupils become aware of the possible stress they might face – now or in the future – and, through their peers, they see how this stress is managed and worked through. They become aware of the support their school will provide which will, hopefully, limit the trepidation they may feel in approaching their own examinations.



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Recalibrating our thinking: boarding in the modern world

The term 'boarding' can have such negative connotations – but is it time to find a new word?

Boarding school websites are awash with how boarding can promote character education, build resilience in our children, encourage independence, personal responsibility and risk-taking. As a Head of a boarding prep school, you will appreciate that I am naturally all in favour of these values. Boarding is arguably the best environment for developing these attributes which school parents invest in.

However, I have every sympathy with a parent who has no experience of the sector, and who has never boarded themselves, when they think 'why on earth would I want my child to spend even more time at school and not at home?' This is where we as a sector, particularly the prep boarding sector, need to articulate the benefits of our model. There will always be a place for a few full boarding prep schools – but the majority of us need to be smart and savvy in helping parents to understand the system. Few parents balk at the idea of a babysitter and fewer still have never had to rely on help for their children. There are reportedly 100,000 nannies in the UK and 80,000 child-minders. So, it should be an easy sell... and I think it is.

We have to accept that, increasingly, parents are after balance and choice. We have to recalibrate our thinking and offer modern, flexible community living for the young people we are developing. To afford our fees, both parents often have to work long hours during the week – which is where boarding comes into its own – offering



Emma Goldsmith
Head, Winchester House School

help and stability. But they do want to see their children at weekends, so I sense that this change in outlook is here to stay – and statistics are beginning to support this with the decline of Saturday school. Although...we and our parents are still keen on Saturday sport!

I hear the counter argument to greater flexibility in boarding: that you lose the heart of a house if the community is not constant, but this attitude is looking back to days of full boarding. We need to be creative in ensuring what is on offer in the evenings supports this character education. There is no point in merely replicating home – although home comforts are a must. We need to provide what is perhaps not available at home and provide excellent professional staff. So, with boarding changing and adapting, is it time to give the word 'boarding' a new meaning?



Accredited Boarding Practitioner: recognition for best boarding practice

As part of our ongoing work to promote excellence within boarding, the BSA has introduced the Accredited Boarding Practitioner scheme to provide individual recognition for those who are personally and professionally committed to best boarding practice.

The scheme is the first of its kind in the boarding sector and has already drawn applications from schools of all types and sizes, within the UK and overseas. It aims to be a benchmark of best practice, making it an ideal way to demonstrate what, for some, is a lifetime of boarding experience. While only in its first year, the BSA believes that the Accredited Boarding Practitioner certification will become a vital tool for the future of boarding recruitment.

To be eligible for the ABP, applicants must be able to demonstrate that they meet the following commitments:

- Safeguarding and promoting the welfare of children
- Achieving the best boarding practice and the best outcomes for boarders
- Reflecting on practice and undertaking regular training
- Working collaboratively with other boarding colleagues

Participants benefit from the status and from their own online practitioner forum, which has already generated some interesting discussion topics. Further scheme benefits will be rolled out as the number of participants increases. Since its introduction, more than 85 staff at more than 60 boarding schools have successfully met the standards and become Accredited Boarding Practitioners. Some of these new Accredited Boarding Practitioners took the time to tell *Boarding School* magazine what the accreditation means to them:



Kelvin Summers

Head of Boarding, Bredon School

ABP Level 3

I have worked within the boarding sector for 15 years, 13 at Bredon School. Bredon's boarding structure is rather unique as we are a purely pastoral team with limited input in to the academic school day.

With Bredon specialising in teaching students with dyslexia as well as other specific learning needs, we find having a purely pastoral staff team really helps the students separate school from home after a long day at school.

When I learnt about the Accredited Boarding Practitioner programme being set up by the BSA, I jumped at the chance to get all of our full-time staff involved as a means of formally recognising the high level of professionalism they show each day. Being part of a wider professional body that offers job specific peer support and regular publications about boarding really has helped to validate the career choice our dedicated team has made.

As the demands and expectations upon boarding schools continue to grow I would recommend that anyone involved in boarding sign up to the scheme. I truly believe that by having staff accredited by the BSA can only help to show your dedication to the care of your students.



Rodelito Aguila

Boarding House Matron, Wellington College

ABP Level 2

During my 10 years at Wellington College I have had many roles. I started as a cleaner, then labourer, waiter, two years as a Housekeeper and now three years as a Matron. I have gained vital experience, knowledge and understanding about boarding school life and the differences in the educational systems of the UK and the Philippines. My experience as a teacher in a Government University in the Philippines was very different to this environment and when I came to Wellington I had to go 'back to zero'.

I took the two-year Certificate in Boarding Education, which I have been awarded as pass, I have also valued talking to other staff from different schools and learning from their way of working and gaining ideas. It has made me love my job even more! And I am so proud to be the first male Matron in Wellington and to be an ABP Level 2.

Why choose to become an ABP:

- 1 To be recognized professionally in boarding sector.
- 2 You are able to demonstrate that you are committed to the BSA core values and have achieved best possible boarding practice.

Being an ABP means a lot to me, I think it's about time that those people who work in boarding sector have something that recognises them professionally, especially for those who did not finish university and those from other countries who do have a qualification that is not recognised here.



Scout Symons

Head of Girls Boarding, The Scots School Albury, New South Wales, Australia

ABP Level 1

I have worked in the boarding sector for nearly three years, in an international boarding school in Malaysia and now a regional co-ed boarding school in Australia. Boarding was a complete career change for me as previously I was working in law – and yet I have developed an incredible passion for boarding!

I became an ABP as soon as I saw the opportunity come up. I felt it is important to have a recognisable qualification in this highly underrated field – there is nothing similar, nor does anything else provide the same kind of international recognition.

Being an ABP adds another element of professionalism to my CV, further helps develop the boarding sector and adds value to our roles. It means to me that this profession is moving in the right direction to demonstrate the value and high level of duty of care we must provide.

For those who are thinking of becoming an ABP – why wouldn't you? It is a great opportunity to get your hard work recognised by an organisation that supports this sector.

The Accredited Boarding Practitioner scheme is already becoming a benchmark for boarding standards. Applications are open to anyone working in boarding – both in the UK and internationally.

If you would like to know more, or wish to apply, please visit:
<http://boarding.org.uk/464/training/accredited-boarding-practitioner>

Destination ... **Wales**



Simon Smith
Head, Rydal Penrhos School

#Findyourepic say the Welsh tourist board, well that can certainly be achieved by attending one of Wales' 12 boarding schools and with nearly **2,000** boarders – a rise of **1.8%** on last year's numbers, the highest rise in the UK – the message is clearly getting through.

Why is boarding in Wales so attractive?

Maybe it's because the *Lonely Planet* travel guide has named North Wales as one of the Top 10 regions in the world. Its spectacular natural landscape and adrenalin fuelled attractions facilitate an adventurous, character-building education as well as filling a boarders' weekend programme all on their own. That's presumably why Chief Scout and adventurer extraordinaire Bear Grylls is a Welsh resident.

Perhaps it's because of its transport links with trains reaching Cardiff or North Wales in under three hours from London and international flights landing in Cardiff or nearby Manchester Airports (the latter just an hour from the stunning North Wales coast).

Perhaps it's the Welsh culture, a passion for music and sport (particularly, but by no means exclusively, rugby) which attracts pupils from all over the UK and indeed the world. Perhaps it's the fact that many of Wales' boarding schools regularly feature in the top echelons of newspaper league tables and offer a variety of post-16 qualifications including A Levels, the IB Diploma and BTECs. Perhaps it's because its low population density, majestic views and coastal and market towns offer such a healthy environment and inspiration for budding artists. Perhaps it's because by crossing the border from England you enter a country with a living, thriving second language (Welsh is spoken by roughly 20% of the population), a true bilingual haven, where English as a second language-speakers are not alone.

Either way, speaking as someone who spent their first 20 years in English boarding schools, there is certainly something unique, inspiring and caring about living and learning in Wales. If pupils can't find their epic here, they never will.



Cardiff Sixth Form College

Principal: Gareth Collier • Location: Cardiff • Established: 2004

Cardiff Sixth Form College's results are outstanding. This year 92% of students received A*-A grades, with 99% of students achieving A*-B grades. Excellent teaching, one-to-one support, superb academic materials, nearly double the amount of teaching hours of any other school and developing academic students with programmes designed to enhance their careers is what really makes the difference.

The staff offer outstanding one-to-one support, tutorials and academic enrichment on top of their extensive teaching programme.

In 2017, 19 students went to Oxbridge and 47 students were accepted to study Medicine or Dentistry, with Biomedical Sciences, Economics, Engineering and Law the next highest university placements. In terms of university destinations the G5 universities are particularly popular. 20 students accepted places at University College London and 27 to London School of Economics, with 100% gaining places at the top Russell Group universities. Cardiff Sixth Form College has an enviable

careers department with five full time careers advisors, personal tutors and a full-time work experience co-ordinator. In addition, the College is part of Dukes Education with expertise in medical applications, Oxbridge and Russell Group university placements, giving its students access to top industry specialists from across the professions. A two-year super programme of UCAS support, assistance with university entrance exams, lectures and work experience programmes, interview technique and one to one tutoring for personal statements ensures that Cardiff students are expertly prepared for the competitive courses they are applying to.

The College also offers a wide range of super curricular activities. Internationally, students undertake voluntary and work placement programmes in Malaysia and India, join medical, architectural or finance societies and enter national academic competitions such as science Olympiads, Model United Nations and Maths challenges. The Debating Team's performance this year has been outstanding, coming first in the South

Wales round of the Oxford Union Schools Debating Competition and for five years in a row Cardiff students have won NASA's International Space Settlement Design Competition in Florida.

From an extra-curricular perspective, students have plenty of opportunities to get involved with sports, performing and creative arts with highlights including an annual Sports Day, the Cultural Event, Talent Show and annual GLEE production. Many are talented musicians and gold awards have been won this year in the Duke of Edinburgh Scheme.

All students are given membership to the David Lloyd gym in Cardiff and there is an active mindfulness programme and yoga sessions. Pastoral care is very strong with boarding staff and progress tutors constantly monitoring each student. All rooms are comfortable and self-contained, providing independence but also a sense of community. Students have their own space but have the opportunity to get to know their talented peers from all over the world.



Christ College Brecon

Head: Gareth Pearson • Location: Brecon • Boarders: 7-18 years, 206 boarders • Established: 1541

The oldest school in Wales, Christ College Brecon, provides an inspiring curriculum focused on the development of the pupil's character.

Set within some of the UK's most beautiful and energizing scenery in the Brecon Beacons National Park, the school was founded by King Henry VIII in 1541. It is a school with a rich cultural heritage.

What is most special about Christ College Brecon is the unique atmosphere of mutual respect and friendship between staff and pupils.

Inspectors who visit the school note how enthusiastic pupils get when talking about the exciting quality of their teachers, the energy and fun they inject, and the extra time teachers are prepared to offer for catch up and clarification.

This is because pupils' aspirations, achievements and well-being are Christ

College Brecon's everyday priorities. The school offers a calm and balanced environment, and its personal and social education (PSE) programme is central to its provision for care, support and guidance.

Gareth Pearson, who joined as new Head in September 2017, has articulated his intention to further develop the school's holistic approach to education. He is also Chair of the BSA Welsh Boarding Forum and is determined to help raise the profile of a boarding education and how it can transform the lives of children, particularly those who are disadvantaged in some way.

While maintaining its top quality academic provision, Christ College Brecon is committed to reinforcing three key areas of excellence in rugby, music and outdoor education – arguably the areas that Wales is most famous for. This translates into outstanding facilities; dedicated

professional coaches; and partnerships with key organisations like the Cardiff Blues, the Royal Welsh College of Music and Drama, and the Combined Cadet Force.

Many other sporting, cultural and creative pastimes are included in the school's wide range of extra-curricular activities, ensuring all pupils, aged from seven to 18, can be catered for in accordance with their personal preferences.

Christ College Brecon also has a tradition of arranging trips and international exchange programmes for its pupils, with destinations for 2019 including Spain, Japan and China.

The school motto of "Possunt Quia Posse Videntur" translated means "they achieve because they believe they can". Few school mottos can be more true of the overwhelming and pervading ethos of the school.

Motto:

Possunt Quia Posse Videntur - They achieve because they believe they can

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Llandovery College

Warden: Guy Ayling • Location: Carmarthenshire • Boarders: 7-18 years • Established: 1847

Llandovery College is an independent co-educational day and boarding school for pupils aged 4-18 years. The College is set within 45 acres of beautiful and safe grounds in the market town of Llandovery located in the heart of Wales.

Joining Llandovery College is to become part of a close-knit, caring and supportive family. Small in number, around 300 pupils, but absolutely big in heart!

- A bespoke academic experience where pupils build the skills to be outstanding young men and women who can stand out and make their mark in the world.
- A broad ability and inclusive curriculum ensuring that the learning needs of each pupil are catered for enabling them to reach and exceed their individual potential.
- Choirs and orchestra perform nationally and internationally, most recently in France, Belgium and Germany and closer to home at the nearby residence of H.R.H. The Prince of Wales.
- Outstanding rugby heritage, producing world-class rugby players with over 50 former pupils having notched up close to 550 caps for Wales – a record that eclipses that of any other Welsh school in the history of the game.
- One of the highest Duke of Edinburgh's Award Scheme achievement rates with almost every pupil working towards bronze, silver or gold awards.
- An extensive co-curricular programme and thriving Combined Cadet Force.
- Famous alumni include Alun Wyn Jones and George North, both Wales and British and Irish Lions Rugby Internationals. Not to be outdone by the boys, former pupil Carys Phillips is a Wales International rugby player having captained her side over the last two seasons. Other alumni include Sir David John – leader of industry, Sir Deian Hopkin – academic and expert advisor to the First Minister of Wales and Rhydian Roberts – X Factor star, singer, television presenter and musical theatre actor.
- Extensive grounds including a nine-hole golf course. Pupils have recently competed at regional, national and international levels in no less than 17 sports.
- The House system brings boarders and day pupils together, promoting a sense of belonging and loyalty whilst forging deep bonds of friendship.
- Boarding offers a unique and special opportunity to develop resilient independence within a welcoming and supportive community. Warm pastoral care, respect and compassion are at the core of the College ethos and nowhere is this more conspicuous than in our Boarding Houses.

Motto:
Our Education
is our Wealth

Motto: Serve and Obey



Haberdashers' Monmouth Schools

Founded: 1614 and still endowed

by the William
Jones's Schools Foundation

Location: Monmouth

Boarders: 7-18 years

Monmouth School for Girls

Founded 1892

Acting Head – Mr Tom Arrand

Monmouth School for Boys

Founded 1614

Headmaster – Dr Andrew Daniel



The Monmouth Model educates girls and boys aged 3 to 18 through a unique combination of single-sex and co-educational environments at the optimum stages of their academic and personal development. Parents seek the best all-round education for their children; they want to feel confident their sons and daughters are developing to the full their academic talent, self-confidence and social awareness.

An intrinsic part of the Monmouth community and proud to be on the Welsh/English border, the schools have been refined over 400 years in the heart of the naturally inspirational Wye Valley. Monmouth School for Girls and Monmouth School for Boys has a combined boarding community of over 320 pupils, aged 7 to 18, with around 60% British boarders and over 15 other nationalities. Here, pupils embark on an educational journey within a distinctive community and our pupils are inspired to grow into well-rounded, refreshingly grounded but also unbounded young men and women, who excel in their chosen paths and who aspire to make a positive difference to society. Our boarders thrive and discover their particular strengths through an impressive selection of academic subjects, excellent pastoral care,

outstanding facilities and a vibrant calendar of trips, expeditions, events and shared community projects.

As pupils progress into the Sixth Form, co-educational teaching and extensive joint social and co-curricular activities ensure a successful transition from school to university life. Extensive careers advice and careful guidance through university applications, combined with excellent results, mean that virtually all Monmouth pupils gain places at their first or second choice university. With very good Oxbridge results and over 65% Russell Group offers, our pupils go on to make their mark in diverse areas including engineering, medicine, languages, business and the arts. Famous alumni include Olympians, international rugby players, bishops, generals, actors, artists, entrepreneurs and medics.

Haberdashers' Monmouth Schools recognise talent and nurture excellence, providing the best possible springboard for a pupil's future. Parents can feel confident as their children join a legacy of excellence in education that is renowned not just in Wales but also nationally and internationally.





Myddelton College

Head: Mr Mark Roberts • Location: Denbigh • Boarders: 9-18 years

Myddelton College is one of the newest co-educational independent schools in Wales and brings a fresh and progressive approach to equipping young people for the rigours and pressures of work and life in a fast-paced modern world.

The college has already been awarded the global accolade of being a Microsoft Associate Showcase School in recognition of its innovative approach to integrating 21st century technology into education.

Outside of the classroom, students enjoy a full and varied programme of enrichment designed to broaden their experience, develop important life skills and build resilience that will help them succeed throughout their lives.

The college, in Denbigh, North Wales, opened its doors to day and boarding students in September 2016, providing an all-round education for boys and girls aged 9 to 18.

With modern facilities, it occupies a magnificent 19th century building, set in 37 acres of grounds that include the ruins of Denbigh's medieval castle. The site sits

on the edge of the picturesque small market town and overlooks the luscious Clywd Valley. It is a safe and inspiring place to learn and spend time both as a day student and as a boarder.

Learning is tailored to individual skills and academic abilities. Scholarships are awarded for academic excellence and exceptional talent in music, drama, art and sport.

Located in North Wales with its stretches of glorious countryside, mountains, lakes, rivers and the spectacular Snowdonia National park on the doorstep, Myddelton is in the perfect environment for sport and outdoor learning.

The college boasts exceptional sporting facilities and has many athletes who compete at national and even international level, including triathlon, swimming and sailing.

A 'Learning Through The Outdoors' programme makes the most of the unique location. Students take part in activities, such as hiking, climbing, kayaking and gorge walking. They can join the Combined Cadet Force or Duke of

Edinburgh Award programme. They benefit physically and socially, develop discipline and leadership skills.

"Our young people are living in demanding and highly pressurised times. This is why our curriculum is designed to develop resilience in young people," said Headteacher Mark Roberts.

Building resilience is such an important part of Myddelton's ethos that it has invested in training to deliver 'mindfulness' as part of the curriculum from September 2018. Mindfulness is known to reduce stress, boost concentration and encourage a positive mindset.

Myddelton offers exceptional value-for-money boarding and is home to students of 15 nationalities. Boarders experience a nurturing atmosphere and a packed programme of activities to keep them busy and grow their independence.



Motto:

Dei Gratia Sum Quod Sum – Grace of God I am what I am



Ruthin School

Head: T J Belfield MA Cantab • Location: Ruthin, North Wales • Established: 1284

Ruthin is a wonderful school. It is small enough to allow staff to know all the pupils, whether they teach them or not. The staff are highly committed to the aims and ethos of the School, dedicated to developing the full potential of all. We are committed to focusing on the individual and allowing pupils to grow in a pleasant and friendly atmosphere.

The School has a selective entry so that pupils are able to cope with our high level of academic education. Of course, school life includes more than just academic education. With a full range of extra-curricular activities pupils can also enjoy many opportunities outside the classroom.



The pupils at Ruthin flourish in an environment which respects them as individuals and endeavours to develop all aspects of each one. For most pupils at Ruthin School the goal is entry to a top-ranking university. But, it is important to ensure that as well as achieving strong academic success, all pupils can enjoy education in its wider sense. At Ruthin we shall always be committed to both a strong academic education supplemented by a vibrant selection of extra-curricular activities. The boarding environment becomes increasingly attractive year after year. A number of day pupils convert to boarding having perceived the advantages of living on site. The quality of the boarding provision is assessed by the Care Standards in Wales inspection unit which



not only undertakes announced visits but also visits the School unannounced and spends time talking to pupils.

Boarding pupils have access to listeners outside School should they have problems which they do not wish to share with teachers. The School has a clear Child Protection Policy. The recent Independent Schools Inspectorate report commented favourably on the boarding environment.

The boarding environment becomes increasingly attractive year after year. A number of day pupils convert to boarding having perceived the advantages of living on site. The quality of the boarding provision is assessed by the Care Standards in Wales inspection unit which not only undertakes announced visits but also visits the School unannounced and spends time talking to pupils. Boarding pupils have access to listeners outside School should they have problems which they do not wish to share with teachers. The School has a clear Child Protection Policy. The recent Independent Schools Inspectorate report commented favourably on the boarding environment.



Motto:

Veritas Scientia Fides; (Truth, Knowledge, Faith)



Rydal Penrhos School

Head: Mr Simon R Smith • Established: 1885 • Number of pupils: 508

At Rydal Penrhos we are proud of our history and heritage but never at the cost of looking forward to the future.

Rydal Penrhos pupils have been learning and living in this beautiful corner of the UK for more than 120 years and our ambition is to make Rydal Penrhos the first choice day and boarding school in the North West and one of the UK's most inspiring and admired co-educational schools.

We aim to be a vibrant and joyful "world class" school where pupils (and staff) have the opportunity, courage and support to discover their talents and be the best they can be. Our community, the pupils and staff, will be guided by these principles: Learning effectively, Living joyfully, Listening respectfully, Leading successfully.

We utilise every advantage that our unique and stunning location gives us and will continue to be guided by our Methodist values. Rydal Penrhos provides a transformative experience for every pupil. Academic success, sporting

triumphs, artistic and musical excellence and pupil wellbeing are the natural outcomes of this ethos.

Boarding has been at the heart of Rydal Penrhos for more than 120 years. We nurture a supportive, stimulating environment for our pupils in order to make their boarding experience a positive and enriching one.

Both day pupils and boarders alike benefit from our boarding ethos and our community of children and staff living and learning together. Every family and every child is different and our boarding provision is designed to suit the circumstances and needs of each individual family.

We know that as our pupils move from Prep to Senior, or move up the Senior School, many choose to experience boarding as a natural extension of their studying and social life. Choosing to live at school during term time brings many benefits, not least the maturing of confident socially-adept young people and the international mindedness

fostered by living alongside pupils from across the globe.

Boarding in the 21st Century is a positive choice for many pupils and their families, not simply a necessity. Our boarders are cared for by experienced Houseparents together with a team of Tutors and Matrons, all of whom work hard to create a convivial family atmosphere.

Boarders very quickly come to view their House as a home from home and build close relationships with other boarders and the House team. During term time, school is never closed and is alive with activity in the evenings and at the weekends.

Rydal Penrhos offers full, weekly and flexi-boarding options for every pupil at four different boarding houses, in addition to an extensive Weekend Activities programme that fully utilises our stunning location on the North Wales coast.



St David's College

Head: Andrew Russell • Location: Llandudno • Number of pupils: 240, 100 boarders • Established: 1965

St David's College represents a unique educational proposition, it is a school that has been breaking new ground constantly for over 50 years. Our renowned Dyslexia and SEN provision sits perfectly within our mainstream academic environment, where each individual's learning style is discovered and harnessed.

St David's has been pioneering Outdoor Education as a learning context within mainstream curriculum, providing an opportunity for the building of confidence and resilience which provides a foundation for pupils to reach their academic potential and discover their gifts and talents.

Value Added of 0.7 is testament to the small classes, expert SEN provision and innovative learning environment. In the 6th Form there have been 9 unconditional University offers. Pupils have extraordinary opportunities through our unique Design Technology provision.



Westbourne School

Principal: Dr Gerard Griffiths • Location: Cardiff • Boarders: 11 - 18 years • Est. 1896

Top of the league tables three years in a row for small cohort IB schools.

Westbourne develops well-rounded scholars who go on to the best

universities, in the UK and around the world. Over 80% of this year's graduates gained places at the highly prestigious Russell Group universities and equivalently elite international

institutions. This experience is gained in the safe, beautiful and affluent seaside community of Penarth, in Cardiff, which the Sunday Times ranks as one of the Top 10 best places to live in the UK.

Motto:

"Gesta non Verba" (Deeds not Words)



St John's on-the-Hill School

Head: Ms Ruth Frett • Location: Chepstow • Established: 1923

At St John's on-the-Hill School, in Chepstow, there is a passion for enjoying all that the great outdoors has to offer. The preparatory school, which was established in 1923, encourages boarders to get out and be active – even if it is cold and wet! This is made easy as St John's on-the-Hill enjoys a unique position, nestling on the border between Wales and England, with the picturesque Wye Valley and rugged Forest of Dean on its doorstep. Within walking distance are opportunities for rock climbing and canoeing on the river. There are miles of cycle paths covering much of the Forest of Dean and an awesome adventure park. The school is perfect for those with a sense of adventure and there are many castles, caves and ruins to explore in the local area.

Mr Warwick, Head of Boarding, looks after the boarders with his wife Fiona and the two resident house dogs, Molly and Lucy. He encourages the children to appreciate

the outdoors and also co-ordinates the Eco-Schools programme. Under his influence, the boarders have grown to love gardening. They grow their own vegetables and are actively involved in the planning and planting of the house's garden. Favourite pastimes include making pizza from scratch using tomatoes and herbs from the garden. The school has some woodland which the children have made their own with secret dens and tunnels. The school's Head, Mrs Frett, who also lives on-site, sometimes joins the boarders at the weekends for trips to exciting places.

Brightlands, the boarding house at St John's on-the-Hill, strives to be a home from home. With fewer than 20 boarders, there is a strong family feel in the house and they work hard to ensure pupils are happy and at home.

"All boarders contribute to the running of the house and choose the programme of activities."

Mr Warwick explains we are keen to bring energy and fun to the boarding house and are always open to new ideas. St John's pupils work hard at their studies and it is important that they have time to let off steam and relax. There is no better place to explore the wonderful countryside. Enjoying the beautiful outdoors gives you time to think. While you will often find us racing around the forest on mountain bikes, we also enjoy downtime...watching films, reading and playing games on 'duvet nights'.

St John's offers a flexi-boarding option so pupils can stay for the occasional night or two. This option has grown so popular that many day pupils stay on weekends simply so they can take part in Mr Warwick's exciting weekend programme.



WHY UK BOARDING SCHOOLS RECRUIT STUDENTS WITH LINDEN

AT LINDEN...

...we are dedicated to helping Boarding Schools find the best international students for their institutions. To successfully do this, our team of Boarding School experts arranges immersive recruitment events around the world and location specific FAM Tours to ensure our partner Schools enroll international students onto their campuses. In addition, we connect our Boarding Schools with reputable agents from specific cities and countries of interest.

All tours are specifically designed to give you the opportunity to take advantage of some of the most productive student markets in the world while simultaneously introducing your school to emerging student populations. This well-crafted combination allows schools to have a diverse population both ethnically and geographically, as well as creates the needed campus stability as global markets shift.

INCREASE YOUR RETURN ON INVESTMENT

Our international Recruitment Fairs provide excellent opportunities for marketing officers to meet and work with international students, families, agents, and counselors. Our Tours are a combination of visits during the day and a Fair in the evening hours. We incorporate Agent & Advisor Fairs, Agent Networking Events, School Visits and Cultural Excursions into many of our cities, thus creating every possible recruitment opportunity for you while you're on Tour.

In each of our Tour cities we have Boarding Schools from numerous nationalities traveling with Linden. These Schools repeatedly tell us that participating within a fair as a small group from a single nation allows them a distinct advantage at Linden events. Schools from Switzerland, UK, US, Germany, Austria, and Canada find that their Return on Investment in this unique format is some of the highest in the industry.

WHAT WE DO:

- Student Recruitment Fairs & Expos around the world
- Agent Networking Events & Counselor Fairs
- FAM trips which showcase your campus to agents
- Customizable tours ensuring Return on Investment
- Personally visit our UK Boarding Schools to better market you throughout the globe
- Never take commission on the students you meet at Linden Fairs & Expos

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- Agents are hand selected after vetting numerous applications and conducting extensive interviews. (The previous UK FAM Tour, 244 agents applied – vetted to 17.)
- After a firsthand experience on your campus, our diverse group of agents will be able to provide the most trustworthy selling points to students and families with whom they work.
- The weeklong Tour consists of either a morning or an afternoon visit to each Boarding School lasting approximately 4 hours.
- The visit is yours to plan how you would best showcase your school, facilities, students, faculty and ethos.
- You need to do very little other than plan your schedule for the visit at your school.

TO LEARN MORE ABOUT HOW OUR TEAM OF EXPERT BOARDING SCHOOL ADVISORS CAN HELP YOU WITH YOUR INTERNATIONAL RECRUITMENT NEEDS, PLEASE VIEW OUR EVENTS AND CONTACT US AT: BOARDINGSCHOOLTOURS.COM





St Michael's School

Headmaster: Benson Ferrari • Location: Llanelli, Carmarthenshire

Boarders: 11-18 years • Established: 1923

St. Michael's School offers exceptional value for money by providing a successful learning environment with high academic standards and outstanding boarding facilities. The school stands in its own private grounds near Llanelli with spectacular views of the Gower Peninsular. Over the years, the school has acquired different buildings and expanded in terms of land so between lessons students do not have to fight for space along a busy corridor but make their way around the campus to the various departments. The students find the campus almost 'quirky', but that in itself makes us a little different and unusual.

St. Michael's is a diverse school with boarding pupils drawn from all over the world. We take particular care to ensure the range of nationalities means pupils board, mix and make friends, whilst learning English in a fully immersive environment. We also benefit from boarders who join us from within the UK and add to the culture of our boarding houses.

There are three types of housing and students are placed in the appropriate house according to their year group. Parc House has a comfortable 'home from home' environment with twin and some single rooms for all year 7 to 10 boarders. They are able to dine, socialise and study together building long lasting relationships and developing their skills and interests to lead them into the next stage of their education. Parc House, a former Manor House, is off site but just 2km from the main campus tucked away in a lovely residential area, and students are transported to school in the morning to join the seniors for breakfast.

Leo Yeung from Hong Kong, who joined us in Year 10, is currently completing his final year and has an offer from Cambridge University for Autumn 2018. He loves his boarding experiences because **"Parc House is a really sociable place which you need when you first arrive at the school. It feels very homely, and small, like a real house with caring staff."**

Tenby House is a modern, purpose-built residence (January 2012) set in the school grounds. Students in Year 12/13 are privileged to have single en-suite rooms in order to have space to study independently whilst still having access to shared areas for socialising, group discussions and general activities. Being accommodated on their own designated floor, the Year 11 students benefit from additional support from the boarding staff to develop their all-round personal skills and gain inspiration for academic learning and independence from their older peers. Quote from Aria Roudbari Year 11 student from Iran, **"My perspective has really changed since I started boarding here in the sense that I've learnt a lot from different cultures and I think it is definitely one of the best experiences I have ever had."**

SENIOR INDEPENDENT HOUSE

Quite unique to St Michael's, we offer the Year 13 students the opportunity to live on campus in a shared Senior House, designated specifically for either male or female use. In general this is offered to Year 13 students who have turned 18 (or will be 18 in the following term) and where students have been boarding with us for at least 12 months. The school invites students to take advantage of this option and parents must also agree to their son/daughter living with slightly

more independence. Normally four boys or girls will live together in a 'home' where they have to co-operate with each other and often learn to compromise. The students each have a single room but with shared kitchen, living room and bathroom facilities. Of course, they can still dine with the other students and share the common room but this year the boys have particularly enjoyed cooking for themselves and the girls have often arranged a 'Thai' night and cooked for the younger boarders. The house still functions under structured boarding rules and the students never know when a member of the boarding staff may visit the house. Fortunately, our carefully selected students respect the school rules. It is seen as a privilege to live in this house and it also benefits students who may want to remain in the UK over the Christmas and Easter holidays – at no extra cost. This is a perfect introduction for university life with the security of knowing they still have full access to the facilities and support of staff in the main house.

Adding her thoughts on boarding, Karran Bhaggat said, **"It really is good living in Bryn Martin Cottage as it gives you more independence and allows you to grow more as a person".**

The owners of St Michael's School are continually investing in the school and in the next 12 months we plan to build a second on-site boarding facility, which will include a new refectory, assembly hall and some additional classrooms.

Your Boarding School is unique, but is your #SchoolMarketing?



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Get to know BSA Nurse Advisor Jill Hill

As part of our ongoing commitment to providing boarding schools with useful resources, assistance and advice, the BSA has created the roles of Nurse Advisor. These part-time roles are filled by Jill Hill and Jane Graham, who both work in boarding schools. They provide school nurses and matrons with advice and guidance on health matters.

The career trajectory of school nurses and matrons is not necessarily an easy one. Nor is this vital role one without considerable challenges.

When reflecting on my nursing career, I feel it is built on a portfolio of hard work, determination and a bit of luck. After a solid start working as a medical nurse on a Liver Ward in Oxford, I moved into Emergency Care. Having progressed through a variety of roles (Emergency Nurse Practitioner, Lecturer Practitioner and finally Senior Sister), I realised 15 years had passed. I decided it was time to find a new challenge, one where could I utilise my skills whilst balancing family life and to revisit the reason I chose a career in nursing.

I wanted to feel as if I was making a difference in people's lives, their experience of health, illness, grief and sometimes despair, without compromising on how much I was able to give. I wanted to continue to champion nursing through practice development, health promotion and education, it was then I saw an advert for Lead Nurse at Cheltenham Ladies' College.

It was not necessarily luck that led me to see that advert at just the right time, but I was incredibly lucky that College were forward thinking, hungry for change and shared my vision of making a difference. Over the past six years, we have grown as a team and as a presence at CLC. We provide a full practice service alongside our GP partners as well as being an active part of the Pastoral team. We are a physical presence around College and the authority on any medical matters. I am a strong advocate of nursing as a profession, working with a team built on trust, collaboration and mutual respect transferable across professions. Nurses play such a vital role within the Pastoral team and I feel it is so important they work collaboratively with staff supporting pupils academically and parentally respecting each other's unique roles and offering a 360-degree approach to their care.

For those who may be seeking a similar role, I would advise them to not be afraid to aim big – you can be as proactive and as involved as you wish. Nurses are professionals, just like teachers. Be positive, confident and represent the profession as you would do in the NHS without forgetting it is not the NHS.

The last six years as Lead Nurse have been some of the most fulfilling times of my career, young people are incredible with so much of their lives yet to be decided. I have always been a great believer of mutual respect for all and leading by example in all aspects of my life. I have never looked back since changing my career direction and would highly recommend it. To have the opportunity to work with such vibrant and optimistic young people is a real privilege and something I hope to continue for some time to come.



BSA Nurse Advisor

Lead Nurse at Cheltenham Ladies' College



BSA 2018 Conference for Heads Awards

Always one of the highlights of the BSA calendar, the BSA Conference for Heads 2018 did not disappoint. With over 200 attendees, this year's conference had the largest turnout for more than six years.

The theme for the conference was 'Transforming Communities', and each speaker, event and break-out session focused on how boarding schools can, and should be, transforming the lives of their pupils, their staff and their communities.

Keynote sessions were run by a wide range of inspiring and driven leaders in the boarding and wider educational sectors. Delegates heard from Dr Laura Henry (Director of Chinquapin Preparatory School, Texas), Lord Michael Hastings CBE, Patrick Derham (Headmaster of Westminster), Vice Admiral Ben Key CBE, CEO of Kidscape Lauren Seager-Smith, David Price OBE and founder of Oasis Charitable Trust, Steve Chalke MBE.

Each speaker discussed essential elements for the boarding and education community and provided attendees with new ways to motivate, innovate and transform their schools and the communities in which they live.

BSA Heads Conference Awards Dinner

This year's conference included our inaugural Awards Dinner, presented by the retiring Master of Marlborough College, Jonathan Leigh. Seventeen of our member schools applied for the six awards presented that evening, each representing and celebrating a fundamental element of boarding.

At the 2015 BSA Conference for Heads, the BSA presented for the first time the annual Stephen Winkley Award, created in memory of former Uppingham and Rossall School's Head and champion of the boarding sector, the late Dr Stephen Winkley. Now in its fourth year, this award is recognised as being one of the most prestigious for the boarding sector.

However, along with this award, five new awards were presented, each rewarding recipients for their endeavours in boarding:

- **Boarding House Extension or Refurbishment Award:**

This award acknowledged the work schools have put in to provide pupils with an exceptional place to live, study and play. Focus was given to design, sustainability and innovation of boarding houses and boarding facilities.

Winner: Wycliffe College

- **Boarding Research Award:** This award recognised research to improve the boarding sector and better students' needs.

Winner: Aldro School

- **Boarding Innovation Award:** This award celebrated an outstanding example of innovation to deliver better boarding.

Winner: Queen Margaret's School

- **Wellbeing and Mental Health Initiative:** The Wellbeing Mental Health Initiative Award celebrated schools that have embedded initiatives which provide supportive environments and programmes that enhance self-esteem, strengthen the school community, or activities that promote healthy choices.

Winner: Heath Mount School

- **Working with Vulnerable Children:** This award recognised that protecting and working with vulnerable children who board requires an in-depth understanding and an ability to approach each child's situation in a unique way to best assist them.

Winner: Bede's School

- **Stephen Winkley Award:** The award recognised an individual who has made a significant contribution to the boarding sector.

Winner: Margaret 'Madge' Baverstock (Matron), Felsted School

We look forward to welcoming you to next year's conference. If you wish to book your place or to send an application for one of the awards, please visit the BSA website or email bsa@boarding.org.uk.

National

More schools than ever participated in our third annual National Boarding Week. From outdoor cinemas to games in the snow, water fights and sushi making, boarders made the most of the week that celebrates them and boarding education!

Why I love boarding competition

For the first time during National Boarding Week, the BSA ran the 'Why I love boarding' competition, sponsored by School Notices, which invited 25-word contributions from boarders. We received over 100 entries from schools across the UK and internationally. All of the entries were unique and truly representative of all that is great about boarding.

Winner

Feeling at home when you're away from home. Two homes and two families.

Cecilia, Uppingham School – 'Why I love boarding' competition

Runners up

I love this place as much as my home now, mainly because of the unforgettable experiences that I formed here with my close friends!

Aly, King's College Saint Michael's

I love boarding because we get to learn new skills. It's really fun to have independence and responsibility. It's like one big family.

Chole, Kitebrook House

Boarding is one big happy family. Everyone is so supportive and friendly which is why I love it so much.

Isabella, Abbots Bromley School

I love boarding because my friends feel like family, we all treat each other with respect, and the important thing is we always have fun.

Scarlett, Stonar School

Boarding at Cottesmore is epic and amazing. It is not just about sleeping it's about playing, teamwork and spending more time with your friends.

Archie, Cottesmore School

I love boarding because, I improve on my independence. We also go on really fun activities on the weekend like rides, water parks and more!

Isabella, Farlington School

Picture courtesy of St Andrew's Preparatory School



Picture courtesy of Oratory Preparatory School



Picture courtesy of Edgeborough School



Picture courtesy of Edgeborough School

Boarding Week

National Boarding Week Bake Off

Eighteen boarders from six UK schools brushed off their chefs' hats and donned their aprons for our 2018 BSA Bake Off, with Jed from Dean Close School being crowned the BSA Bake Off champion.



Masculinity

in the 21st century

**Live what
you want
your boys
to become**

*Practical considerations
for professional educators
of all genders*

Masculinity in the 21st century outlined 10 constructs and four activities that define boys and men. Somewhat surprisingly, my definition failed to distinguish men from women. But that was never the goal. Instead, I wanted readers to scrutinize the examples they set for the young people they serve. Such a personal approach to nurturing and educating begins by rejecting gender role stereotypes, which are categorical by definition and limiting in practice.

But what happens after we eschew gender role stereotypes? And what happens when we help boys themselves reject what psychologist William Pollack dubbed the *Boy Code*? How can professional educators nurture happy, healthy boys, regardless of their culture, their emerging sexuality, or the gender they were assigned at birth? Surely there are dozens of healthy ways to nurture boys, each seasoned with your school's unique ethos and your invaluable life experience. Here are 10 ways, which I offer not as a definitive list, nor one exclusive to boys, but as an invitation to conversation and imagination:



Dr Christopher Thurber
Clinical Psychologist

linity

tury: Part 3

1. Discuss masculinity

Rejecting stereotypes is only the first step in educating a healthy boy. Too often, we encourage boys to eschew the Boy Code or step outside the Man Box, but then we fail to fill the void. We leave boys feeling lost and disoriented by telling them only what *not* to be or believe. But by intentionally discussing masculinity, we take the second critical step *with boys*. Initiate discussions and respond to boys' invitations to discuss masculinity in a relational and contextual way. Help boys answer the pressing questions of what masculinity means in romance, in their spiritual tradition, within their culture and subculture, with a business colleague, or in a family.

2. Postpone problem-solving

More so than women, men have a tendency to offer solutions and assistance before they fully understand the situation or the feelings attached to it. If you're an exception, then you'll be exceptionally good at setting a sterling example for

boys to follow. If not, then start vocalizing more adjectives that describe thoughts and feelings. Utterances like "That sounds frightening", "I wonder why they are so sad" and "I can hear how frustrating it's been" effectively mollify distress and bring boys' frontal lobes back online. Only then can you help boys explore social complexities and engage them in effective problem solving.

3. Model conflict resolution

The *Dirty Harry* model of conflict resolution is a violent and territorial caricature of a zero-sum solution to disagreement. Beyond the short-sighted "I win; you lose," this hypermasculine stereotype is "I win; you die." But like every stereotype, there is a sinister grain of truth in it. And when men exact revenge, boys are there to witness, internalize, and imitate it. The win-win alternatives, such as collaborative problem-solving, take more time, energy, and wisdom than revenge, but they arrest the cycle of violence. Moreover, framing

conflict as a win-win scenario creates more happiness for males and females alike. So let boys hear you provide genuine empathy, such as "I can see how angry that made you." Then let them hear you ask their partner-in-conflict, "What do you need right now?" And perhaps most powerful of all, let boys hear you express forgiveness, no matter how grave the offense.

4. Sanction physicality

Whether through dance, sport, exercise, or exploration, get boys doing physical things. Boys express their emotions and through words, gestures, but with their entire bodies. This expression helps cardiovascular fitness, strength, and flexibility and can teach healthy competition, self-control, and respect. Too often, boys and men leverage their physical strength over others in order to get their way. Teaching boys the power of using their bodies and the power to refrain from using their bodies promotes healthy relationships. We must also

→ monitor how we talk about boys' physical natures so they internalize the beauty of all body shapes. True, being dramatically over- or under-weight is unhealthy, but boys should be proud of their bodies, understand their bodies, and respect their bodies. Adults can model healthy nutrition, fitness, and the abstinence from unhealthy recreational drugs.

5. Allow originality

Avoid the trap so many exuberant college students fall into: rejecting one popular stereotype but foisting another, politically correct stereotype onto one another. In your interactions with boys, allow for the creation of an original masculine identity. Your students' concepts of masculinity may differ from yours. Judge them on their humanity rather than their similarity to your concept, the present vogue, or their own (sometimes) distorted concept of masculinity. Push back when boys offer gender as a justification for their reluctance to take a risk or try something new. Challenge "Boys don't do that" or "That's not a guy thing" with "What are they are missing?" or "Why limit yourself?" Encourage boys to see the true measure of a man: how he treats others, especially when he, the others, or both are tired, troubled, or tested.

6. Explore culture

All forms of gender identity are culturally mediated, but many boys have not been encouraged to explore their culture's masculine ideal. When they do, they will discover multiple forms of masculinity in the same culture, multiple facets of a single form, and multiple subcultures embedded in whatever larger culture or cultures they most strongly identifies as theirs. Whenever possible, initiate non-judgmental discussions with boys about the media they consume, about peer norms, and about family traditions. They may discover aspects of their own masculinity that deserve amplification and others that deserve attenuation or even relinquishing. And when other people – men or women – are involved in some of

these discussions, your male students will learn even more. Indeed, this form of cultural exploration dovetails seamlessly with other forms of striving toward cross-cultural agility.

7. Show tolerance

Related to cultural dimensions of masculinity is the relativistic nature of what we deem appropriate. I remember one of the attendants on a recent Qantas flight to Sydney placing a snack box on my tray table and cooing, "There you are, my love." In that culture, in that context, between a female flight attendant and a male passenger (me), that utterance felt appropriate and caring. However, it also occurred to me that if I were to utter the same phrase, in the same tone, while placing a stack of medical records on my nurse manager's desk at work, I could be accused of sexual harassment. Teach your students to understand the context of interpersonal interactions and to show tolerance for variation, as long as it does not make them terribly uncomfortable. Conversely, when anyone demonstrates intolerance, such as making a homophobic comment, speak up. Silence condones discrimination.

8. Celebrate ritual

Boys, like all people, need ceremonial ways to mark developmental milestones and significant achievements. Widespread rituals, such as birthday parties, bar/bat-mitzvahs, and names-day celebrations, should be supplemented with other religious or secular ceremonies. Such customs are not mere formalities; they increase boys' sense of pride and belongingness, provided they denote real accomplishments. Be aware that in diverse groups of peers, boys may not always feel comfortable observing the rituals that are important to them, so we must, as surrogate caregivers, learn about our boys' rituals. Without adult knowledge and guidance, the human need to evidence strength, maturation, and skill can manifest as hazing. With wise mentoring in place, celebration of a boy's

humanity and responsibility can be safely nurtured. Take some time to reflect on how your school contributes to the celebration of rituals and see what might be improved.

9. Appreciate beauty

The mainstream masculine ideal in some cultures discourages appreciation of aesthetic beauty. Men praise other men's physical strength and coordination, sexual prowess, and tolerance for pain more frequently than natural beauty, artistic beauty, and other males' physical beauty. Older men teach boys of every sexual orientation to notice and praise feminine beauty, mocking them as soft for admiring natural and artistic beauty or abhorring them and labeling them gay for admiring other men's beauty. Few gendered trends could be more limiting than shunning aesthetic beauty, but professional educators become a powerful countervailing force when they comment on the beauty of a sunset, a literary passage, a painting, photograph, or sculpture, or an elegantly-designed scientific study.

10. Make time for boys

The preceding nine ideas must each be developed and customized for your school, which of course exists within the subculture of independent schools, the larger culture of your country, and today's Zeitgeist. But no concept has greater value than the simple act of spending time with the boys in your care. Boys need time with sage and loving adults of all genders, time to watch mindful men be men; and time for you to watch them grow into men. Making time for the boys in your life honours and nurtures their masculinity more than anything else. Making time for the boys in your life shows reverence for the intricate process of their discovering their own unique masculinity. And making time for the boys in your life scaffolds the investment all adults make in the next generation's becoming their best selves.

BSA MEMBER LIST

Abberley Hall School	Cambridge Tutors College	Forres Sandle Manor School	Lomond School
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Albyn School	CATS College, London	Godstowe Preparatory School	Maidwell Hall School
Aldenham School	Chafyn Grove School	Gordon's School	Malvern College
Aldro School	Charterhouse School	Gordonstoun School	Malvern St James
Aldwickbury School	Chase Grammar School	Great Ballard School	Mark College
All Hallows School	Cheam School	Great Walstead School	Marlborough College
Amesbury School	Chelsea Independent College	Gresham's School (incl Prep)	Marlborough House School
Ampleforth College	Cheltenham College	Haberdashers' Adams	Marymount International School
Appleford School	Cheltenham Ladies' College	Haileybury and Imperial Service College	Mayfield School
Ardingly College	Chetham's School of Music	Hampshire Collegiate School	Merchiston Castle School
Ardvreck School	Chigwell School	Handcross Park School	Mill Hill School Foundation
Ashby School	Christ Church Cathedral School	Hanford School	Millfield Preparatory School
Ashdown House Preparatory School	Christ College, Brecon	Harrogate Ladies' College	Millfield School
Ashfold School	Christ's Hospital School	Harrow School	Milton Abbey School
Ashford School	City of London Freemen's School	Hatherop Castle School	Monkton Combe Preparatory School
Ashville College	Claremont School	Hazlegrove Preparatory School	Monkton Combe Senior School
Ashwicke Hall School	Clayesmore Preparatory School	Headington School	Monmouth School for Boys
Atlantic College	Clayesmore School	Heath Mount School	Monmouth School for Girls
Aurora Eccles School	Clifton College	Heathfield School	Moor Park Charitable Trust LTD
Aysgarth School	Clifton College Preparatory School	Hereford Cathedral School	Moorland School
Badminton School	Cobham Hall School	Hethersett Old Hall School	More House School
Barnard Castle School	Colchester Royal Grammar School	Highfield School	Moreton Hall Prep School
Barnardiston Hall Preparatory School	Concord College	Hockerill Anglo-European College	Moreton Hall School
Bath Academy	Copthorne Prep School	Holmewood House School	Moulsford Preparatory School
Battle Abbey School	Cothill House School	Holmwood House School	Mount Kelly School
Beachborough School	Cotswold Chine School	Holyport College	Mount St Mary's College
Bedaes School	Cottesmore School	Horris Hill School	Mowden Hall School
Bede's Preparatory School	Cranbrook School	Hurstpierpoint College	Moyles Court School
Bede's Senior School	Cranleigh School	Hurtwood House School	Myddelton College
Bedford School	Culford School	Ipswich High School	New Hall School
Bedstone College	Cumnor House	Ipswich School	Northbourne Park School
Beechen Cliff School	Cundall Manor School	Jamea Al Kauthar & Abrar Academy	Northease Manor School
Beechwood Park School	Dallam School	Jersey College for Girls	Oakham School
Beechwood Sacred Heart School	Darul Uloom Dawatul Imaan	Junior King's School	Ockbrook School
Beeston Hall School	Dauntsey's School	Kensington Park School	Old Buckenham Hall School
Belhaven Hill School	De Aston School	Kent College Nursery, Infant & Junior School	Old Swinford Hospital
Bellerbys College, Brighton	Dean Close Preparatory School	Kent College, Pembury	Orwell Park School
Bellerbys College, Cambridge	Dean Close School	Kent College, Canterbury	Oswestry School
Bellerbys College, London	Dean Close St John's	Keswick School	Oundle School
Belmont Preparatory School	Denstone College	Kilgraston School	Packwood Haugh School
Benenden School	DLD College, London	Kimbolton School	Padworth College
Berkhamsted School	Dollar Academy	King Edward's School, Witley	Pangbourne College
Bethany School	Dorset House School	King William's College, Isle of Man	Papplewick School
Bilton Grange School	Dover College	Kingham Hill School	Perrott Hill School
Bishop's Stortford College	d'Overbroeck's	Kings Bournemouth	Peter Symonds College
Bishopstrow College	Downe House School	King's College Saint Michael's	Pinewood School
Bloxham School	Downside School	King's College School	Plymouth College
Blundell's School	Dragon School	King's College, Taunton	Pocklington School
Bootham School	Dulwich College	King's Hall School	Polam Hall School
Bosworth Independent College	Dulwich Preparatory School, Cranbrook	King's School, Bruton	Port Regis Preparatory School
Boundary Oak School	Dulwich Preparatory School, London	King's School, Ely	Prestfelde School
Bournemouth Collegiate School	Durham School	King's School, Rochester	Princess Helena College
Box Hill School	Eagle House School	Kingsley School	Prior Park College
Bradfield College	Eastbourne College	Kingsmead School	Prior's Field School
Brambletye School	Edge Grove School	Kingswood Preparatory School	QE Academy Trust (Queen Elizabeth's)
Bredon School	Edgeborough School	Kingswood School	Queen Anne's School
Brentwood School	EF Academy Torbay	Kirkham Grammar School	Queen Ethelburga's Collegiate
Brighton College	Ellesmere College	Kitebrook House	Queen Margaret's School
Brockhurst And Marlston House Schools	Elmhurst Ballet School	Knighton House School	Queen Mary's School
Brockwood Park School	Elstree School	Lambrook School	Queen Victoria School
Bromsgrove School	Epsom College	Lancaster Royal Grammar School	Queen's College, Taunton
Brookes Cambridge School	Eton College	Lancing College	Queenswood School
Bruern Abbey School	Exeter Cathedral School	Langley Prep School at Taverham Hall	Radley College
Bruton School for Girls	Exeter Mathematics School	Lathallan School	Ratcliffe College
Bryanston School	Farleigh School	Leighton Park School	Reading School
Brymore Academy	Farlington School	Leweston School	Reddam House, Berkshire
Buckswood School	Farringtons School	Lime House School	Reed's School
Burford School	Felsted School (incl Prep)	Lincoln Minster School	Rendcomb College
Burgess Hill Girls	Feltonfleet School	Liverpool College	Repton School
Caldicott School	Fettes College (incl Prep)	Llandovery College	Richard Huish College
Cambridge Centre for Sixth-form Studies	Foremarke Hall, Repton Prep School	Lockers Park School	Riddlesworth Hall Preparatory School

Rikkyo School in England
Ripon Grammar School
Rishworth School
Rochester Independent College
Rockport School
Roedean Moira House
Roedean School
Rookwood School
Rossall School
Royal Alexandra & Albert School
Royal Russell School
Rugby School
Ruthin School
Rydal Penrhos School
Ryde School with Upper Chine
Rye St Antony School
Saint Felix School
Saint Ronan's School
Salisbury Cathedral School
Sandroyd School
Scarborough College
Seaford College
Sedbergh School
Sevenoaks School
Sexey's School
Shaftesbury School
Shebbear College
Sherborne Girls
Sherborne International
Sherborne Preparatory School
Sherborne School
Sherfield School
Shiplake College
Shrewsbury School
Sibford School
Sidcot School
Sir Roger Manwood's School
Skegness Grammar School
Slindon College
St Andrew's Preparatory School, Eastbourne
St Andrew's School, Pangbourne
St Catherine's, Bramley
St Christopher School
St Clare's, Oxford
St David's College, Llandudno
St Edmund's School, Surrey
St Edmund's College, Hertfordshire
St Edmund's School, Canterbury
St Edward's School
St Francis' College
St George's School for Girls, Edinburgh
St George's School, Ascot
St George's School, Harpenden Academy Trust
St George's School, Windsor
St Hugh's School, Lincolnshire
St Hugh's School, Oxfordshire
St John's College School, Cambridge
St John's College, Southsea
St John's Beaumont Preparatory School
St John's International School
St John's School, Leatherhead
St Joseph's College
St Lawrence College (incl Prep)
St Leonards School, Fife
St Margaret's School, Bushey
St Martin's Ampleforth
St Mary's Calne
St Mary's School, Ascot
St Mary's School, Cambridge
St Mary's School, Shaftesbury
St Michael's School
St Paul's School, London
St Peter's Prep School
St Peter's School, York (incl St Olave's)
St Swithun's School
St Teresa's School

Stamford Endowed Schools
Stamford Junior School
Stewart's Melville College
Steyning Grammar School
Stoke College
Stonar School
Stonyhurst College
Stonyhurst St Mary's Hall
Stover School
Strathallan School
Summer Fields School
Sunningdale School
Sutton Valence School (incl Prep)
Swanbourne House School
Talbot Heath School
TASIS, The American School in England
Taunton Preparatory School
Taunton School
Teikyo Foundation
Terra Nova School
Terrington Hall School
Tettenhall College
The Chorister School
The Downs Malvern College Preparatory School
The Duke of York's Royal Military School
The Elms
The Five Islands School
The Hammond School
The Harefield Academy
The King's School, Canterbury
The Leys School
The Mary Erskine School
The Montessori Place, Hove
The Mount School
The New Beacon School
The Oratory Preparatory School
The Oratory School
The Park School
The Pilgrims' School
The Prebendal School
The Priory Academy LSSST
The Purcell School
The Read School
The Royal Ballet School
The Royal Grammar School, High Wycombe
The Royal High School Bath
The Royal Hospital School
The Royal Masonic School for Girls
The Royal School, Armagh
The Royal School, Dungannon
The Royal School, Haslemere
The Royal School, Wolverhampton
The Thomas Adams School Shropshire
The Wellington Academy
Thornton College
Tockington Manor School
Tonbridge School
Trent College
Tring Park School for the Performing Arts
Trinity School
Truro High School for Girls
Truro School
Tudor Hall School
Twyford School
Uppingham School
Victoria College, Belfast
Vinehall School
Walhampton School
Warminster School
Warwick School
Welbeck - Defence Sixth Form College
Wellesley House School
Wellington College
Wellington School
Wells Cathedral School
West Buckland School

West Hill Park School
Westbourne House School
Westminster Abbey Choir School
Westminster Cathedral Choir School
Westminster School, Westminster
Westonbirt School
Whitgift School
Winchester College
Winchester House School
Windermere School
Windlesham House School
Wishmore Cross Academy
Witham Hall School
Woldingham School
Woodbridge School
Woodcote House School
Woodhouse Grove School
Worksop College
Worth School
Wrekin College
Wychwood School
Wycliffe College (incl Prep)
Wycombe Abbey
Wymondham College
Yehudi Menuhin School

EUROPE

Aiglon College, Switzerland
American Collegiate Institute, Turkey
BBIS Berlin Brandenburg International School, Germany
Brillantmont International School, Switzerland
Cabella International Shaja School, Italy
Château de Sauveterre, France
College Alpin Beau Soleil, Switzerland
College Champittet, Switzerland
College du Leman International School, Switzerland
Ecole des Roches, France
Glenstal Abbey School, Ireland
Institut Montana Zugerberg, Switzerland
International School Eerde, Netherlands
John F Kennedy International School, Switzerland
King's College, The British School of Madrid, Spain
La Garenne, Switzerland, Switzerland
Leysin American School, Switzerland
Lundsbergs Skola, Sweden
Lyceum Alpinum Zuoz, Switzerland
Midleton College, Ireland
Open Gate Boarding School, Czech Republic
Robert College, Turkey
Sigtunaskolan Humanistiska Läroverket, Sweden
St Columba's College, Ireland
St George's International School, Germany
St George's International School, Switzerland
St Gilgen International School GmbH, Austria
Surval Montreux, Switzerland
The Kings Hospital, Ireland

REST OF THE WORLD

Avi-Cenna International School, Nigeria
Brisbane Grammar School, Australia
British International School, Thailand
Bromsgrove International School, Thailand
Chinquapin Preparatory School, USA
Day Waterman College, Nigeria
Epsom College in Malaysia
Frensham, Australia
GEMS Cambridge International School, Kenya
GEMS Cambridge International School, Uganda
Hangzhou Greentown Yuhua School, China
Harrow International School Bangkok, Thailand
Jerudong International School, Brunei
Kincoppal-Rose Bay, Australia
King Henry VIII School, Malaysia
Kolej Tuanku Ja'afar, Malaysia
Letovo School, Russian Federation
Marlborough College, Malaysia
Merchiston International School, China
Michaelhouse, South Africa
Miles Bronson Residential School, India
MIT Pune's Vishwashanti Gurukul, India
North London Collegiate School, Jeju, Korea
Peponi School, Kenya
Prem Tinsulanonda International School, Thailand
Pymble Ladies' College, Australia
Regents International School Pattaya, Thailand
Shattuck-St Mary's School, Malaysia
School of Leadership, Afghanistan (SOLA)
SIP Dulwich College Suzhou, China
St Andrew's Prep School Turi, Kenya
St George's College, Argentina
St Joseph's Nudgee College, Australia
St Patrick's College, Australia
The Doon School, India
The International School of Penang (Uplands), Malaysia
The International School, Bangalore, India
The Regent Secondary School, Nigeria
Trinity Grammar School, Australia
United World College of South East Asia, Singapore
Wellington College International Tianjin, China
Woodstock School, India



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