

BOARDING SCHOOL

THE MAGAZINE OF THE BOARDING SCHOOLS' ASSOCIATION

AUTUMN 2019



Boarding builds character – Tom Rogerson, Cottesmore Prep School

On the sofa with Louise Minchin – St Mary's Ascot alumna

BSA Master's in Residential Education – Barnaby Lenon, University of Buckingham



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Aileen Kane
Chief Operating Officer
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From the Editor ...

At the start of each new academic year we welcome new boarders, staff and parents into our schools, and the BSA community is no different.

In this issue we also welcome a new cohort of boarding Heads taking up posts in our schools (page 12) and wish them and all new staff in boarding the very best as they undertake this new journey.

BSA Chair 2019, Nick Wergan, describes his highlights of being a boarding school Head on page 7 as "the continual flow of optimism from seeing... character develop and flourish in our boarding families, as pupils develop the grit, growth mindset and curiosity to be successful, and the zest and gratitude to be meaningfully happy."

The importance of safeguarding remains a top priority for the sector, and Delyth Lynch, BSA Boarding Research Fellow 2018/19 summarises her findings from her project *What makes boarding schools vulnerable and what can we do to create a safer culture for all boarders?* on page 32.

With safeguarding in mind, and the need to reflect continually and improve as a sector, the BSA is proud to launch the BSA Academy – a pathway for professional development – see page 26 for details.

At the most senior end of our Academy, BSA has launched the first ever MA in Residential Education in conjunction with Buckingham University as described by Dean of Education, Barnaby Lenon CBE (page 30).

Within this issue we sit down with St Mary's Ascot alumna and BBC presenter Louise Minchin (page 18) and visit the Sussex countryside with Tom Rogerson from Cottesmore Prep who believes "the world needs good boarding schools more now than in any other time in history." (page 22).

We also take a look at the latest must haves for your boarding house on page 8 – with the newest releases in furniture, sportswear, décor and gadgets there is something for every boarding house and boarder to add to their Pinterest page (or mood board if you're old school)!

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Boarding School Magazine

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Image courtesy of Sherborne School



Robin Fletcher
Chief Executive
Boarding Schools' Association

Asking the right question first

Training is a key theme in this issue of *Boarding School*. In England and Wales, the word 'training' is specifically mentioned in the National Minimum Standards for Boarding, which is a good thing. Yet, its very mention poses more questions than answers, such as... what, for whom, by whom, when, where, how much, how long, at what cost (of time and money) and what value or impact?

Since the appointment of Tim Holgate as our first Director of Training in 1997, the BSA has been the lead provider of training for boarding staff in the UK and overseas. But in the past 30 years the world of boarding and by implication the training needs of staff, have shifted, changed and expanded.

The first and real question a Head, Deputy Head Pastoral or Director/ Head of Boarding should ask therefore is not 'What training does my team need?' but rather 'How can we deliver excellent, safe and secure pastoral care for our boarders?'

Answer that and training needs logically follow (and if you don't ask, or can't identify them, ISI, Ofsted or the Care Inspectorate will do it for you!).

From the start of the new academic year, BSA is presenting all its training programme for boarding staff under the single title of the BSA Academy. This is not (just) a marketing tool but an attempt to give this broad area of our service to members a simple, clear name. Behind the name is a proper 'professional pathway' for boarding staff for the first time.

This starts at one end with practitioner training including day seminars, inset and webinars, progressing through to our Certificates and Diplomas in boarding and culminating with a new MA course in Residential Education, recently jointly launched with the University of Buckingham.

The BSA Academy is supported by the BSA Accredited Practitioner scheme, where staff can have their combined

experience in boarding and professional development recognised at one of four designated levels – and by CEBER, our on-line Centre for Boarding Education Research, a rich repository of material.

We hope that through the BSA Academy, the Accredited Practitioner scheme and CEBER, we can help our members to answer the two questions 'How can we deliver excellent, safe and secure pastoral care for our boarders' and 'What training does my team need?'.

One-size-fits all approaches of course will not suit the needs of every school, which is why, alongside the Academy, we are also happy to offer a 'Martini' service too (any time, any place, anywhere!) and bring bespoke training to your team at your school. One way or another therefore, the support is there – and we remain committed to helping all our members in this vital area as best we can, whenever we can.

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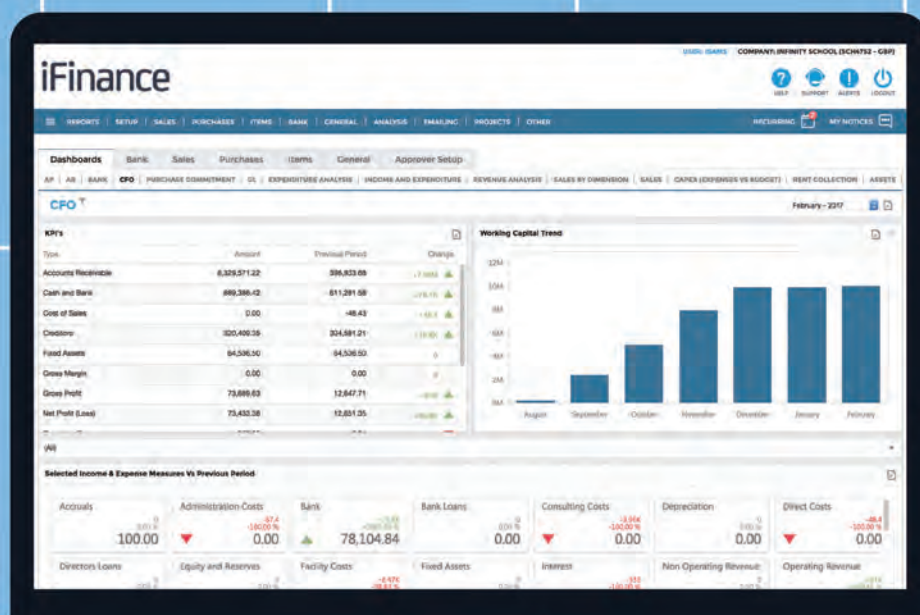
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Nick Wergan

*2019 Chair, Boarding Schools' Association
Headmaster, Steyning Grammar School*

Unique opportunities

Throughout this year as Chair of BSA it has been my privilege to highlight the unique opportunity boarding provides for our pupils to build their character.

The joy of being a boarding school Head is the continual flow of optimism from seeing this character develop and flourish in our boarding families, as pupils develop the grit, growth mindset and curiosity to be successful, and the zest and gratitude to be meaningfully happy.

It is the commitment of our staff teams in boarding across the sector that enables this character growth. I am always impressed with how determined our teams are to develop continually and improve their craft.

Our motto at Steyning Grammar is 'be the best you can be' and we proudly aspire to this as staff as well as pupils.

Staff professional development is at its best when it is targeted, based in action research and draws together the best input from outside and within the school. Boarding staff working collaboratively on a particular aspect of practice, evaluating impact of the developing practice and returning to it sustainably.

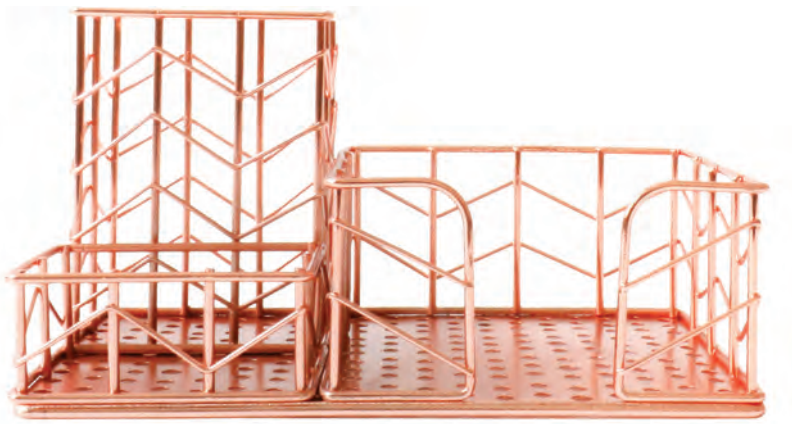
Professional development such as this has the largest effect size on pupil outcomes – and will have the largest effect size on boarding students' welfare and development.

This commitment to professionalising continually our sector shows the confidence of our teams that seeking out the best professional development is a sign of our strength.

I am proud of the extensive work at BSA to offer the best possible boarding staff training and this magazine outlines the development of our BSA Academy, supporting member boarding schools to 'be the best they can be'.

must

A LOOK AT THE LATEST



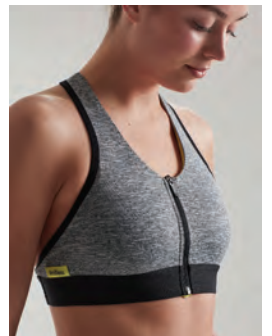
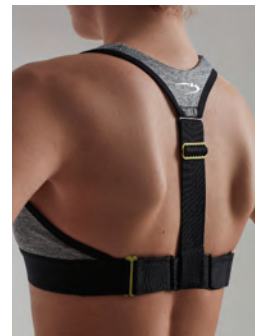
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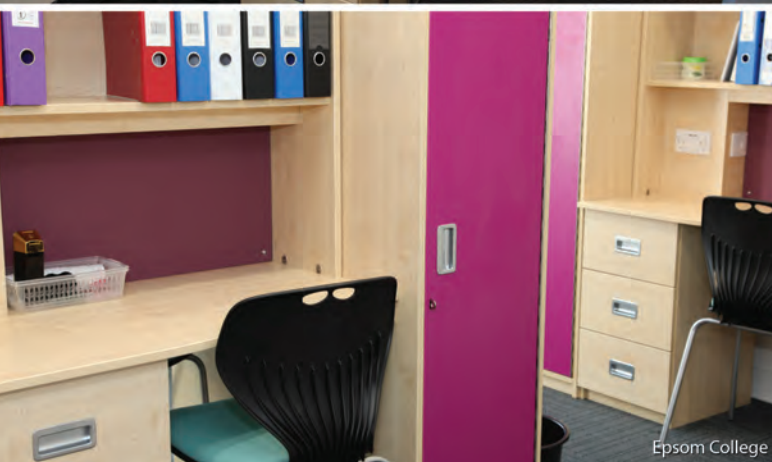
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Going from *strength to strength*

The following schools have joined the BSA this term. We would like to extend a warm welcome to:

- Earlscliffe Sixth Form College
- Fay School, USA
- Imperial Grammar School, Melbourne, Australia
- Lady Eleanor Holles International School Foshan, China
- Laude Lady Elizabeth School, Spain
- Methodist Ladies' College, Australia
- St Bees School
- The Forman School, USA
- The King's School, Australia
- Villiers School, Ireland
- Wisbech Grammar School
- Yeh Wah international Education School of Guangzhou, China
- Yeh Wah international Education School of Shanghai Changning, China
- Yeh Wah international Education School of Shanghai Lingang, China
- Yeh Wah international Education School of Zhejiang Tongxiang, China

Our Boarding Orchard continues to expand in the UK and overseas. We would like to thank the following schools for joining since last term:

- Shrewsbury School
- Milton Abbey School

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



Heads on the move **Autumn** **2019**



Aldro School

Aldro are delighted to announce the appointment of Chris Carlier as Head. Previously Housemaster at Bradfield College, Chris has also been a governor in the state and independent sectors and is an ISI inspector.



Ampleforth College

Robin Dyer was previously Second Master and Operational Head at Wellington College. He has three decades of strategic and operational independent boarding school leadership expertise. Robin is a father of four, a University of Durham graduate and a former Warwickshire cricketer and has now been appointed Head of Ampleforth College.



Bishopstrow College

Stuart Nicholson has been appointed as the new Principal of Bishopstrow College. He joins with a wealth of international education experience, including previous roles at West Buckland School and Merchiston Castle School. From 2006 to 2009, Stuart was Headmaster of Edgehill College/Kingsley School, before moving to Cambridge, where he was Principal of Cambridge Centre for Sixth Form Studies from 2009 to 2018.



Bredon School

Bredon School has announced the appointment of Nick Oldham to the role of Headmaster. Nick joins Bredon School from West Heath School in Kent where he was Deputy Principal. Before taking up a career in teaching Mr Oldham played top level rugby, representing England throughout the age groups, and captained London Wasps at academy level.



Brentwood School

Michael Bond has been appointed Headmaster of Brentwood School. Michael was previously Vice Principal Education of Berkhamsted Schools Group, a family of six schools in Hertfordshire and Buckinghamshire run on a similar Diamond model to Brentwood.



Brookes Cambridge

Graham Ellis has been announced as the new Academic Director/Principal for Brookes School. After a successful career in both professional and international Rugby, Graham started teaching at Stewart's Melville College. He moved to Suffolk and joined Brookes in 2015 as Director of Sport.



Bryanston School

Bryanston Governors have appointed Mark Mortimer as Head of Bryanston. Mark was formerly Head of Warminster School and, prior to that, was Deputy Head at St John's School, Leatherhead following appointments at Hampton School and Giggleswick School. Not afraid of taking on an adventure, Mark has twice rowed across the Atlantic Ocean and in 2017 he successfully completed the Marathon des Sables footrace across the Sahara.



Fettes College

Helen Harrison has been appointed Head of Fettes College. She is the first female Head of Fettes College in its 150 year history. Before becoming Head, Helen was Deputy Head at Fettes College for the previous 12 years and a teacher of Geography since 1996. Her experience within the independent education sector spans teaching, pastoral care and leadership.



Forres Sandle Manor School

Jody Wells became the new Headmaster at Forres Sandle Manor School in April 2019. He began his teaching career at Wells Cathedral School coaching sport. After four years he moved to All Hallows School and alongside teaching also became a house parent. Jody moved to Forres Sandle Manor School in 2011 as Deputy Headmaster.



King's School, Ely

John Attwater has been appointed Principal of King's Ely in Cambridgeshire after almost 10 years as Headmaster of King Edward's School, Witley. John has been involved in boarding schools as a pupil and a teacher almost all his life, and was previously a Housemaster and Head of Religious Studies at Wells Cathedral School before becoming Deputy Head (Co-curriculum) at Sevenoaks in 2006.



Llandovery College

Llandovery College is delighted to announce the appointment of Dominic Findlay as new Warden. A graduate from Exeter University, Dominic is married with two children and has been a Headmaster for 14 years in two schools, the latter being at Langley School in Norfolk.



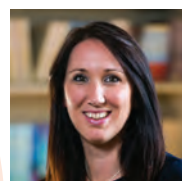
Haberdashers' Monmouth Schools

Haberdashers' Monmouth Schools have appointed James Murphy-O'Connor as the first overarching Principal. He took on the headship of Prior Park College in Bath in 2009 and subsequently became Principal of Prior Park Schools with responsibility for their prep school, junior school, college, and the senior school he established in Gibraltar in 2016.



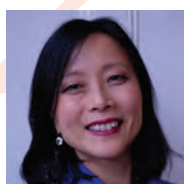
Langley School

Jon Perris has been appointed as the new Headmaster of Langley School. He was Senior Deputy Head at Christ's Hospital. His career started at Wanganui Collegiate School, New Zealand; other roles have included Housemaster at Tonbridge and Geography teacher at Norwich School.



Moreton Hall Preparatory School

Lorna Wakerell has been appointed Headmistress of Moreton Hall Preparatory School. Lorna started career in 2006 at Old Buckenham Hall School. Her love of education, and a drive to inspire, led her to move to Moreton Hall Preparatory School in 2014, where she was later appointed Head of Lower School. Her commitment and enthusiasm in finding new ways to inspire children's learning and development has now led to her appointment as the new Headmistress of Moreton Hall.



King Edward's School, Witley

Joanna Wright is the new Head of King Edward's Witley. Following seven years as Deputy Head at St Peter's School, York, she previously taught at Farlington School and Oundle School and was a Housemistress at St Edward's, Oxford. At Queenswood School she was Deputy Principal Pastoral. On her appointment, Joanna also becomes Principal of Bridewell Royal Hospital.

Heads on the move **Autumn** **2019**



Oakham School

Henry Price joins Oakham School as Headmaster. Henry studied Classics at New College, Oxford University, and has previously taught at Sydney Grammar School, Sherborne School and Rugby School. He moves to Oakham following four years of Headship at Wellington School in Somerset, which like Oakham, is a co-educational day and boarding school with a strong emphasis on the total curriculum.



Padworth College

Lorraine Atkins joins Padworth as its new Head. She started her teaching career at Lawnside School, Malvern in 1988, moving on to King's School, Worcester in 1994 and then Wycliffe College, 1997 to 2007. From 2007 to 2012, she was Senior Mistress and Head of Geography at Malvern College, then Deputy Head of Malvern College Qingdao, China, 2012 and then Head in 2014. Since August 2015, Lorraine has been Principal of Bishopstrow College.



Prior Park College

Ben Horan has been appointed Head of Prior Park College, Bath. Previously Senior Deputy Head Academic at Merchant Taylors' School London, Ben began his teaching career at St Benedict's School in Ealing, before moving to Eton College in 2004 where his roles included Head of History and History of Art, 1st XV Rugby Coach and Deputy Housemaster.



Queen Margaret's School

Queen Margaret's is delighted to welcome new Head, Sue Baillie. Sue has been Pastoral Director at Royal Grammar School, Newcastle for the last seven years, previously she was Second Deputy Head at Kimbolton School. As a Head of History and Politics in selective day and boarding schools, with senior leadership experience in all girls' schools and in boarding, Sue brings a wealth of experience to Queen Margaret's.



St Mary's School Ascot

Danuta Staunton has been appointed as the new Headmistress at St Mary's School Ascot. Following some years working in publishing in London, Danuta has taught at St Mary's since 2010 and has been a member of the senior team for several years, with a broad portfolio of academic and co-curricular responsibilities, including external communications.



Warminster School

Matt Williams joins Warminster School as its new Headmaster. He was previously at Sidcot School, Somerset, where he was Deputy Head. Matt started his career at LVS Ascot, as a teacher of English and drama, he then spent 14 years at Rugby School. At Rugby, he was Head of Department and Housemaster of a senior boys' boarding house.



Wellington College

James Dahl has been appointed as the new Master of Wellington College. He was previously Deputy Head Pastoral at Wellington, having served previously as Director of Admissions and Marketing. Educated at The Royal Grammar School, Newcastle and Haileybury, and having read Classics at Cambridge, James started his career at Brighton College, becoming Head of Classics and then Head of Sixth Form. In 2006 he became Housemaster at Repton, before joining Wellington in 2013.



Wellington School

Eugene du Toit, who for the last five years has served as Deputy Headmaster at Trinity School, Croydon, will take up the reins as Headmaster of Wellington School. Prior to joining Trinity, Eugene served for eight years on the Senior Management Team at St Paul's School, London. He is a graduate of the University of the Witwatersrand, Johannesburg, and has an MA in Educational Leadership from the University College London Institute of Education.



Westminster Abbey Choir School

Peter Roberts has been appointed Headmaster of Westminster Abbey Choir School. He was Assessment Co-ordinator at St George's School Windsor Castle. Westminster Abbey Choir School educates the thirty boys who sing in the Abbey Choir.



Worksop College

Dr John Price will join Worksop College from St. James' School in Grimsby where he led a significant period of change, including the modernisation of the establishment, enhancing the curriculum through introduction of innovative partnerships with educational providers and impressive growth across domestic pupil numbers from 2-18. John has spent time teaching in Canada and the USA, as well as at Millfield School and Chilton Cantelo School, in Somerset.



Wycombe Abbey

Jo Duncan is the new head of Wycombe Abbey having been Head of the Royal High School Bath (GDST) since 2015. Previously, she was Head of Princess Helena College in Hertfordshire for seven years, Head of Religious Studies and Deputy Housemistress at Benenden School in Kent having started her career at The Laytmer School in North London.



Win,
lose or draw

squadkit

Squadkit

One of the pillars of the boarding experience is instilling and nurturing a life-long love of sport; and as the number one sportswear supplier to UK independent schools, Squadkit has a key role to play in this.

According to recent research by the Youth Sport Trust, teens understand that physical activity is important – but are unhappy with how little they do. In fact, there is a marked fall in activity after the age of 14, particularly for girls. On the upside, a significant majority of teens prioritise health and happiness over winning. (Over 60% questioned said that their reasons for exercise were to “have fun” and to “be healthy”.) Unlike placing first, or even making a school team – achievable by only a handful – these are

goals that every young person can aim for – good news for those stakeholders, like boarding schools, who are invested in making sport an important part of the school curriculum.


Squadkit’s own vision for change complements this perfectly, namely to help build a confident and active generation by creating school sports products that all young people love to wear. The reason for this is simple: when we know we look good, and when we feel comfortable, we are far more likely to engage in physical activity, and to enjoy it.

But teens are not just scaled down adults; they need their own products. They’re growing – and rapidly – so we have developed fabrics that stretch; accurate sizing; and a choice of leg

lengths. They’re starting to sweat – so there is an emphasis on wicking and breathability. Their skin is softer – which calls for base layers and high abrasion resistance. Body image concerns are addressed by flattering shapes and styles. Squadkit’s Limitless sports bra is designed to reduce breast discomfort in girls. And last but by no means least, providing high-end “teamwear for all” engenders a sense of belonging in what has been called the “loneliest generation”.

By encouraging young people to step up, take part, and offer their own unique contribution, Squadkit is ably positioned to have a wholly positive impact on PE and sport in boarding schools.



A full-page photograph of Louise Minchin, a blonde woman with shoulder-length hair, smiling and sitting on a dark purple sofa. She is wearing a navy blue long-sleeved dress with a subtle pleated detail at the waist and a long, thin necklace with a cloud-shaped pendant. Her left arm is resting on the sofa back, showing a ring on her finger. In the foreground, a wooden coffee table holds a white cup of coffee on a saucer and a newspaper. The background is a large window looking out onto a cityscape with various buildings and greenery under a bright sky.

As the anchor on BBC Breakfast, Louise Minchin (alumna of St Mary's Ascot) is one of the country's best-known news presenters. She is also a passionate triathlete who rediscovered a love of competitive sport and ended up representing Britain as part of Team GB.

On the sofa with Louise Minchin

From breakfast sofa to Team GB triathlete. How did that come about?!

In an Olympic-inspired contest (2012) the BBC Breakfast team were challenged to a cycling competition around a velodrome. I'd never thought of cycling as a sport I could do – me in lycra?! – but despite finding everything terrifyingly steep and difficult, I loved it. A friend suggested I try a triathlon, and it went from there.

Were you a sporty child?

Yes, I was in all teams except hockey. I was a competitive swimmer until I was 15 when I stopped almost overnight. I really cringe when I admit this but it was 100% about body image. I looked in the mirror and thought my shoulders were looking big. I wish I'd known sport would have helped get me through my O Levels.

Did you like school?

My children would probably be horrified to hear this, but I loved school work and exams. I enjoyed Spanish, English, history and although I'm no good at maths I did economics for A Level. I've always been interested in why things happen. Even aged 10 my bedtime listening was *The World Tonight*.

You are lyrical about being, "Fitter, stronger, happier...". What's the best way to make that first step?

Get on those trackie bottoms you've had for 25 million years! The great thing about running is that you can do it anywhere and the Couch to 5k App is non-intimidating and brilliant. Join a running club, or sign up to parkrunUK – it's genius, free and amazing. If you think triathlons might be for you there are clubs all over the country, and they'll take swimmers who can only swim a length of breaststroke and get them to 1,500 metres.



How did you motivate yourself during the early days?

By making it impossible to get out of training! I'd get my husband to drop me at the pool and pick me up two hours later. Or drop me three miles from home so I'd have to run back. Some people find it works to train with someone so they won't let them down.

How do you motivate your two daughters?

Sport England research revealed that if mothers exercise daughters will too. I've taken it to an extreme but I hope that my girls will be able to see how exercise makes me feel.

When training do you follow a strict diet?

Not as such, but I'm conscious about what I need to eat to fuel the training. I hydrate well and eat protein after exercising so I don't lose muscle – something like a peanut butter sandwich. I'm conscious about avoiding sugar, but I do like chocolate.

Does sport help your daily life?

In challenging times it's a brilliant way of distracting your brain. I don't listen to music when I run because I'll work through a problem instead. Or just have a rest from Twitter, emails etc – it's like a mini break from technology. >>>



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Do you have a motto for life?

Not really, but I break things down. "Just keep running towards that tree. Just count to ten." I did the same thing with big exams at school: do this essay and then think about the next one. Work for 15 minutes and then have a break. At times during Patagonman it was so hard I was literally counting in twos, and I've had endless bike crashes, terrifying swims and self-doubt along the way.

Your most recent challenge?

I finished my first Iron Man, Patagonia's Patagonman, over the Christmas holidays. It involved a 3.8 km swim down a fjord after jumping off a ferry, a 108km bike ride into the foothills of the Andes and an off-road marathon up a couple of mountains. I wanted to do it for the challenge, and because when I left university 25 years ago I worked as a translator in a tiny Patagonian town. Coming up to my 50 birthday I happened to see a tweet mentioning Patagonman taking place in the town where I'd spent such happy months. It felt like fate.

What next?

I guess I am always looking for the next high (it kind of goes with the day job!), but it's not necessarily going to be a race. My 17-year-old daughter wants to take up walking in the Welsh hills and that's really inspired me. One of the best things we ever did as a family was relocate from London to Chester. The countryside around is stunning, and I doubt I'd have had such a successful fitness story if I hadn't had it to explore.



Read Louise's inspiring fitness journey in Dare to Tri: My Journey from the BBC Breakfast Sofa to GB Team Triathlete. Chapters include details of being talked out of a portaloos by her daughter when her nerves go the better of her before a race, and the, "utterly absurd and totally brilliant" moment she realised she had a chance of competing for her country.

This interview has been published with the kind permission of School Notices.

School Notices is a trusted network of schools, parents and alumni in the independent school community. With thousands of subscribed members, they are the UK's largest online independent school noticeboard and source of latest educational news. Their brand new schools' guide the Inside Scoop is now helping to spread the word about the top schools in the UK, through unique parent perspective reviews.



Boarding builds character

It is not a fashionable statement, but the world needs good boarding schools more now than in any other time in history.

In this league-table-driven era of conspicuous consumption, curated personal social media profiles and hashtags, there is something missing.

Children and young adults are meeting adversity for the first time later and later in the day – when, for example, they finally reach their GCSE year and they are crumbling on contact.

Adults are removing every whisper of hardship from their children's lives and, in doing so, are leaving them exposed when they meet unfettered real-life experiences for the first time.

It is a simple fact that boarding school education builds character, increases resilience in a controlled, caring environment and prepares you for the inevitable knocks, scrapes, twists and turns of life.

Women and men who have been to boarding schools dominate high-level positions and rise to the top of their professions. Of course, this is a generalisation, but the statement can be fact-checked with great ease. Is it a coincidence that these characters seem to have huge staying power and a high level of tenacity?

One of the most important lessons boarding teaches you is that you exist as part of a whole and that the world does not exist solely to serve you. You must contribute to your society and the fun you have will only match the effort you put in. You are part of a wider team and the success of that team relies upon your contributions and your good character to thrive. This lesson is powerful, profound and I believe is one of the reasons so many ex-boarding school pupils are some of the most successful people in history and on a global scale.

Subconsciously and perhaps sometimes consciously, people will only allow you to be successful if you are able to work with them and demonstrate worth on a community level. To be able to negotiate through that complex and barrier-laden success labyrinth takes resilience, negotiation skills and an understanding of social structures and micro-societies within certain groups.

As all adults know, life is complex, joyful and sometimes messy; it can require great determination and resilience to negotiate successfully. If you have never been allowed to spread your wings, and deal with the consequences of your own actions, or if you have never had to negotiate your way out of a tricky situation of your own creation, you are perhaps worse off than if you have.

Boarding presents pupils with the possibility to fight their own corner in a controlled and caring environment, which is worth more than any amount of lessons on Pythagoras, 'longshore drift' or Chaucer. These are experiences that all good boarding schools should give their pupils - and do.

Boarding instils resilience in children to withstand the many pressures of the modern world. Good boarding schools allow their pupils to flourish by providing them with the coping tools and allowing the children to apply them. Children who board are presented with the chance to make life-long friends, grasp opportunities and to be challenged.

Pastoral support tools and mechanisms are carefully implemented to aid children's development when they board;



Tom Rogerson
Headmaster
Cottesmore Prep School

mindfulness lessons are ubiquitous, and at Cottesmore, we have introduced yoga activities and regulated breathing practice to help pupils learn to unwind and give themselves space to thrive.

Everyone employed at good boarding schools is charged with putting the well-being of children first and this approach permeates the ethos and culture of all modern boarding schools. At many boarding schools, the entire adult team is trained in Mental Health (this is certainly true at Cottesmore). There are sophisticated diagnostics and processes in place to deliver help to those who need it. Communication between team members is strong and 'whole team' help is a very powerful tool to support the children on their educational journey.

Children are entrusted with the role of supporting new starters, by being a 'shadow' or 'buddy' for a newcomer; this is a hands-on experience for a young person to learn to take responsibility for others, by supporting their peers and offer counsel. In many boarding schools children can then become a peer pastoral mentor for others and you are assigned one yourself, so that you always have another pupil to talk to. Typically, children who board are assigned an adult tutor who looks after your >>>



Hard-working furniture

Over 40 years of experience has given us the knowledge and skills to create furniture that will last in demanding environments.

All of our products are strength and durability tested for severe non-domestic use to ensure they are strong enough to withstand daily use by energetic students, and are protected by our 7-year guarantee against manufacturing faults.

To ensure safety, we only use fire retardant upholstery (BS 7176:2007 Ignition Source 5) which meets the "medium hazard" category necessary for furniture for use in boarding schools.

But these practical benefits make up only half the story. Through thoughtful design, our furniture helps you create spaces which promote social inclusion, foster creativity and provide the all-important sense of belonging.

Find out more about our range of education furniture, please call 01622 237830 or visit uk.pineapplecontracts.com



Pineapple

>>>

logistical and emotional needs. At some schools, like Cottesmore, you are assigned two tutors, one for logistics and one for emotional well-being.

It wouldn't be an exaggeration to say that children who board are typically better equipped to navigate their next educational chapter, both academically and emotionally, with the vigour and with a solid foundation of confidence.

Instead of spending the time harassing the sector, policy makers should be asking themselves 'what is it that boarding schools do that causes this success phenomenon?'; they should have a long, hard think about how boarding schools produce driven, articulate, ambitious young adults.

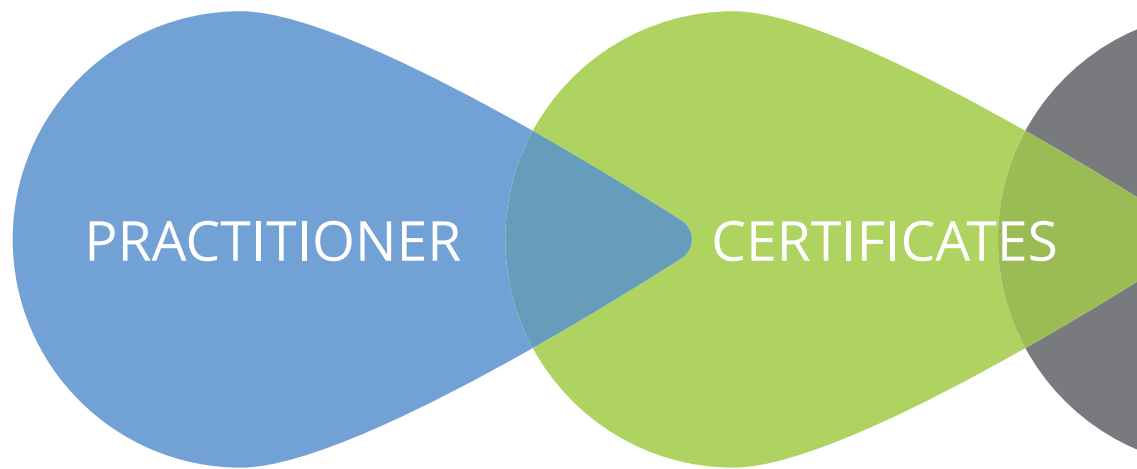
Let's not hide from the fact that boarding schools provide transformative experiences and produce so many successful individuals.

The world needs good boarding schools more now than in any other time in history. If you want to find resilient, tenacious, tolerant people, you know where to come.

*...boarding school education
builds character, increases
resilience in a controlled, caring
environment and prepares you
for the inevitable knocks, scrapes,
twists and turns of life.*



Images courtesy of Cottesmore Prep School



BSA ACADEMY

Having been involved as course tutor with both the Certificate and Diploma programmes over the last twenty years, I am delighted to assume responsibility for training, which fits well with my existing responsibilities around safeguarding and compliance. I am well aware of the value to the sector of high-quality training which is targeted specifically at boarding and pastoral care.



Dale Wilkins
Director of Safeguarding, Standards and Training
Boarding Schools' Association

The recently launched BSA Academy programme combines the best of our established and trusted content with a fresh, modern and co-ordinated approach offering something of value to every boarding practitioner. The Academy is designed to ensure the highest standards of professional practice in our schools, from courses aimed at those entering the boarding sector for the first time to our new Master's in Residential Education in association with University of Buckingham, and our new safeguarding content which is being developed for 2020.

Academy training may be accessed in person at a day seminar, conference or accredited training course. Online courses are available via our new webinar programme or through entry-level courses run in conjunction with EduCare.

BSA Academy is available both in the UK and to our members worldwide, and the training team is able to tailor courses or develop bespoke packages to suit the needs of individual schools


 DIPLOMA

MASTER'S

bsa
ACADEMY | PATHWAY FOR
PROFESSIONAL
DEVELOPMENT

The Academy Pathway:

Practitioner

At Practitioner level, the BSA Academy offers essential training in the skills required to work in a boarding environment. Through a broad programme of sector specific courses, boarding staff and the wider boarding community can gain vital insight and understanding of the skills necessary to work effectively and safely with boarders.

Certificates

The BSA Advanced Certificate courses have been running for over 20 years and has become the hallmark of the BSA training programme.

Advanced Certificate courses are run at a variety of locations across the UK on a two-year rolling cycle. With agreement of BSA, it is possible to take the modules in reverse order (Part 2 then Part 1), but the Advanced Certificate will only be awarded when both modules have been completed. Single module courses lasting one year are available on a bespoke basis for schools at home and abroad.

Successful candidates in the Advanced Certificate will be entitled to apply for Accredited Boarding Practitioner (ABP) status at Level 2, subject to length of boarding service. The cost of the ABP is included in the course fee.

Diploma

The BSA Diploma in Boarding Practice (Leadership) is aimed at staff in senior positions within boarding. The majority of delegates will have completed BSA certificate courses, but it is not a pre-requisite. The Diploma is built around three study days and involves a SWOT analysis of an aspect of the boarding provision in the school, which forms the foundation for a presentation and a research assignment.

Successful Diploma level candidates will be entitled to apply for Accredited Boarding Practitioner (ABP) status at Level 3, subject to the length of boarding service. Again, the cost of the ABP is included in the course fee





Brand | Design | Digital

The right reputation

What do you say to parents who ask why they should choose your school for their children?
How do you convince them that you can provide a suitable learning environment?

Marketing is not just about advertising and organising events, it's about knowing your target market, providing for their needs and communicating your stand out message clearly and effectively.

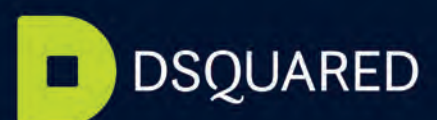
Located in the historic town of Stamford, Dsquared is a team of approachable designers and marketers with wide-ranging experience in helping education sector clients to really shine.

If you are looking to stand out with an outstanding creative campaign, we're ready.

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e. education@dsq.co.uk

dsq.co.uk/education



The Academy is designed to ensure the highest standards of professional practice in our schools...

Master's

The BSA have partnered with the University of Buckingham to offer a MA in Residential Education. The course is aimed at experienced practitioners from the UK and overseas who wish to undertake a Master's degree. It is built around an introductory study day at the University of Buckingham, followed by expert support from the University and the BSA.

Safeguarding

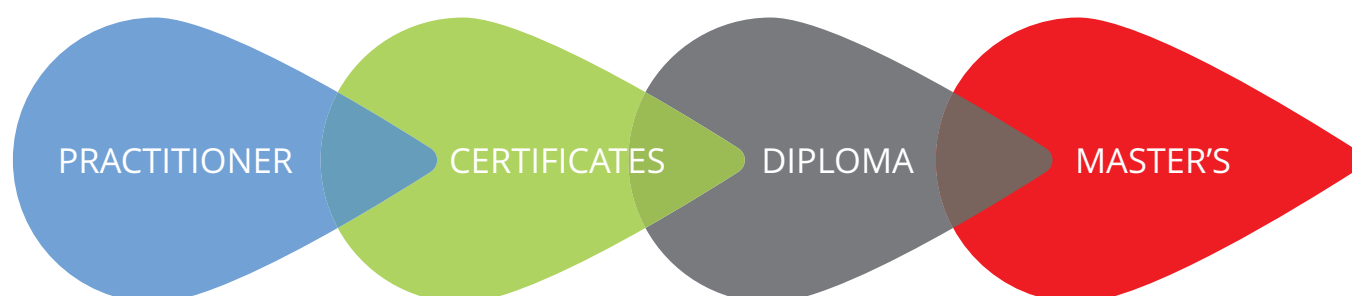
Following a successful trial in March 2019, we shall be expanding our network of regional safeguarding roadshows, as well as developing further face-to-face and online training content specifically related to boarding. In 2020 we will be launching our BSA Certificate course in safeguarding, which will be available as a standalone, or a module contributing to the BSA Advanced Certificate.

The Academy Network:

Supporting our academy training programme, the BSA uses a network of professionals to deliver expert guidance on the issues that boarders, staff and parents face on a day-to-day basis. This support can be accessed via telephone or email and aims to support boarding staff to confidently provide support to the whole boarding school community.

BSA also has a range guidance and briefing papers and publications on specialist subjects relating to boarding, and many of these have been revised and refreshed for 2019. They are accessible via the BSA members' area of the website, as is the Centre for Boarding Education Research (CEBER), which contains over 100 boarding-based research papers, articles and documents, some of which were written by former certificate and diploma level candidates.

The BSA academy also supports members through our Accredited Boarding Practitioner scheme, a growing community of boarding professionals worldwide committed to the highest standards of safeguarding and pastoral care for our boarders. The entry requirement is a minimum of one year's service in boarding and a firm commitment to safeguarding and best practice. If you are not an ABP already, I do hope you will consider joining us.



Master's in Residential Education launching Autumn 2019



Barnaby Lenon CBE
Dean, School of Education
University of Buckingham

This year the famous School of Education at the University of Buckingham has teamed up with the Boarding Schools' Association to offer a Master's Degree in boarding. Buckingham is the leading provider of teacher training to independent schools and already employs several people who have worked in boarding schools (including me – for 28 years).

The MA is what is called a level 7 course – it requires a slightly more sophisticated level of research and writing than that needed for a BA degree.

The MA is a one-year, part-time course. It allows those with experience in boarding, who are keen to research, to write about a topic of interest to them – the heart of the MA is a 12,000-15,000-word dissertation. Candidates will do a literature review, which informs their dissertation, and will learn about different research methods. They will be expected to read widely. But because boarding staff are incredibly busy, we have devised the MA so you only need to spend one day away from your school. Applicants may be from state or independent boarding schools in the UK or abroad.

“We believe professionals do not stop learning at any stage in their working lives.”

We recommend this course because we believe professionals do not stop learning at any stage in their working lives. Doctors and lawyers, for example, have to have regular refresher courses. In the same way teachers can benefit from the MA framework as it gives them an opportunity to discover recent research in education and to challenge their own best practice.

This MA is a unique form of professional development for those that work in boarding schools. You will learn about recent research done by others and also learn how to do your own research. This is a less expensive way to complete an MA than courses offered by other universities.

Gaining a Master's in Education can be an excellent form of professional development and can help you in developing your own career as a qualification that is taken seriously by employers.

You can complete this course through distance learning and still receive individual support from an experienced tutor.

You will find the course intellectually stimulating and challenging.

The course requires attendance at a one-day seminar at the University of Buckingham School of Education and this day covers the following topics:

- Establishing your research focus
- Discovering relevant literature and how to write a literature review
- What is expected of Level 7 academic writing?

- How to navigate the topic of research methodology
- Planning your dissertation
- Ethical considerations when researching

The actual dissertation can be on any topic you find interesting and which can be researched, such as the impact of boarding schools on children from disadvantaged backgrounds, or an analysis of the reasons parents send their children to boarding schools, research into the effect of boarding schools on family life, the particular issues which concern overseas boarders, tackling homesickness, a comparative study of boarding schools in Britain with those in another country...or a thousand other topics.

Can anyone take this Master's degree?

Many will have a PGCE. For some this may be a PGCE with 60 Master's credits at level 7 from Buckingham or an alternative university. For candidates with a level 6 PGCE or BSA Diploma, an additional module of study will be provided. For those candidates without a PGCE or BSA Diploma alternative entry requirements exist and can be discussed further with the School of Education team. More information can be found at **www.buckingham.ac.uk/ma-in-residential-education**

The MA occupies the top of the pyramid of BSA courses. It will be challenging, but it is manageable for anyone who is determined to extend their understanding of research into boarding schools and is able to write well.

A young woman with long brown hair is looking through a wooden window frame. She has white face paint on her forehead, nose, and chin, with black paint around her eyes and mouth. She is holding a paintbrush in her right hand. The background is dark.

BSA Fellow 2018/19, Delyth Lynch, reflects on her research project

“What makes
boarding schools
vulnerable and
what we can do
to create a safer
culture for all
boarders?”



Delyth Lynch

*Deputy Head (Safeguarding), Wellington College
BSA Research Fellow 2018/19*

Beginning research on a topic as emotive as 'abuse in our boarding schools' was always going to be a challenge. There is little written about abuse in the UK boarding sector, but this meant I was able to draw on some of the work in Australia and America, and delve into Marcus Erooga's excellent writing and research.

I have always been passionate about getting boarding right for young people and, for the first time, I felt this research might benefit those I support at Wellington College and the whole sector. Early indications are that outside BSA, others *are* taking an interest in the uniqueness of boarding in the context of abuse and both ISI and IICSA have read my Fellowship report and have been in touch, as has my Local Children's Safeguarding Board.

Following an extensive literature review, my research focused on what the sector can learn from those who have known and dealt with convicted abusers in boarding schools and a detailed analysis of the current culture and possible risk factors within boarding schools. This analysis examined the attitudes of staff, pupils and parents. I also took a look at the role of the DSL in a boarding school today considering how it might be different to other

settings and what further layers of support might be needed for individuals.

The results were fascinating. I never once tired of looking at an Excel pivot table or t-test value and often the negative results were more insightful and thought provoking than the positive ones. What became clear throughout is that boarding schools are idiosyncratic places with vulnerabilities in several key areas and should therefore be treated differently to other educational establishments. External organisations, and those working in boarding, should be aware of this.

My research and reading led to more than 20 recommendations around what schools can do to increase cultural awareness and safeguarding knowledge, and what external agencies could do to ensure they understand the needs of boarding schools and what makes them vulnerable places. This article will focus on just one of those aspects, however: training.

All school staff working in a boarding school need to have undergone sector-specific training which addresses several key areas and which will put into context how important their own individual role is with regards >>>

>>>> safeguarding and what vulnerable places boarding schools are. The training needs to ignite a spark of interest and responsibility in each member of staff so they are keen and enthusiastic to ensure that they have a high regard for safeguarding and a professional integrity which will protect themselves, colleagues and pupils. The delivery and timing of training as well as the personnel involved in safeguarding is crucial.

Alongside the statutory elements of safeguarding training, those working in a boarding school should also receive guidance on:

- Grooming – what it looks like, victim vulnerability and the characteristics of the typical boarding school abuser
- The slippery slope (Erooga, 2018) and how important other boundary indiscretions are
- Bystander apathy and the ‘turning a blind eye’ effect
- The importance of low-level reporting and instilling an open culture which will lead to a safer and more professional culture within the whole school
- Mental health issues and their context within safeguarding;
- Using real, anonymised examples of where an abuser has exploited the boarding environment, so staff always entertain the notion that “it could happen here”
- The importance of the fact that every aspect of their role *and* what they do as a professional has a bearing on safeguarding, particularly the parental perception. This includes responding swiftly to everyday queries and giving compassionate yet sensible responses to issues a pupil is dealing with. Results from the parental surveys indicated that if these elements already exist within a school, then their overall confidence in the middle leadership (particularly house staff) and safeguarding is heightened;



- The importance of *every* individual. Pupils were just as likely to report an incident about another pupil or a member of staff regardless of whether they knew who the DSL was and that their response to training and having a positive attitude means other staff are more likely to take it seriously. Results also revealed that staff are far more likely to see safeguarding as the most important aspect of their role if they perceive that everyone else is taking safeguarding seriously
- Highlighting and having an awareness that if safeguarding is taken more seriously in the boarding school community, staff are generally more satisfied about their position within the school, feel better able to challenge the institutional norms of their

colleagues and senior leaders, and read paperwork

- The identification of vulnerable pupils and recognising whether they have a network of support was also emphasised as being more significant within boarding schools because of the other vulnerabilities that exist in combination. The importance of not ‘normalising’ their behaviour and making statements such as ‘they are just being quirky’ need to be stressed and all staff need to be encouraged to work closely with the DSL and SEND / SpLD coordinators.

Training should be on-going. Regular updates and reminders to staff are vitally important, whether this be in the form of weekly quizzes, newsletters, email reminders or face-

Bespoke training to specific groups of staff should be strongly considered. My research revealed that younger members of staff and those newer to the profession have different needs to longer-serving individuals and that those living off site think differently resident colleagues.



to-face training. Constantly drip-feeding information to staff will help to ensure safeguarding is always part of the school lexicon and thinking behind decision making. Regular messaging will also help to ensure those who may be more disengaged (for example who have worked at a school for a longer period of time) have their interest re-ignited and they see the relevance of on-going professional learning.

Bespoke training to specific groups of staff should be strongly considered. My research revealed that younger members of staff and those newer to the profession have different needs to longer-serving individuals and that those living off site think differently resident colleagues. Two areas which came across strongly were the different needs of the 'non-teaching'

or support staff and those who spoke English as a second language. ESL staff felt their colleagues' approach to safeguarding was less serious and that safeguarding was no more important than any other aspect of their role. Translations should be considered as part of the training for ESL staff (the school policy and Part 1 KCSIE guidance for example) and language-specific training groups (having all of one nationality training together) may elicit different ideas about culture which may help the DSL to highlight slightly different safeguarding nuances to unlock their understanding of, what could be, quite an alien concept. ESL staff need to feel empowered to report low-level concerns about their colleagues too, rather than remaining quiet because they are not sure or confident enough to do so.

Bespoke training to support staff needs to be considered and also based on their role within the school. My research highlighted that they chose to work in a boarding school for very different reasons compared to their teaching colleagues and this needs to be recognised because it will be reflected in their understanding of safeguarding and the importance with which it is regarded.

All staff working in a boarding school need to be acutely aware of the importance of sharing the indiscretions of their colleagues to create an open culture and a setting where an opportunistic abuser knows they would simply not be able to get away with it. An open culture and environment where staff share and speak about concerns about their colleagues is one which promotes honesty, integrity, a decreased sense of entitlement and therefore decreases the risk for a potential abuser to enter the 'slippery slope'.

Visit www.boarding.org.uk to book the latest training courses.

Reference:

Erooga, M (ed) (2018) Protecting Children and Adults from Abuse After Savile: What Organisations and Institutions Need to do (Jessica Kingsley Publishers) London and Philadelphia



Creating world-class boarding environments

A well-designed boarding environment can offer many opportunities for your school including the enhancement of wellbeing and mental health, accentuating the spirit and character of the boarding house and its heritage, impressing prospective students and parents, maximising potential and also attracting and retaining talented staff. However, the boarding environment can be one of the most complex spaces in a school, with unique and varied challenges to address. We are fully aware of the level of detail involved in boarding house design and provide an end-to-end solution for your boarding project:

Feasibility Studies – we offer focused, accurate and comprehensive early stage planning and cost advice to assist in your budgetary forecasts and initial strategic plans

User Centred Design – through research and 'hands-on' workshops we uncover both the day-to-day and long-term requirements of your users.

New Build and Planning Consultancy – from architectural design and heritage building conservation through to spatial planning and specialist interior design, we have all the expertise to guarantee a successful project outcome. Our team of qualified designers understand all the vagaries of school life and are passionate about creating world-class facilities for our clients

Project Management – our in-house project management team cover all aspects of contract delivery from start to finish and are fully acquainted with the unique challenges within the world of boarding.

Furniture Design, Manufacture and Installation – from our own factory we create quality products that are suited to your unique needs. We design and manufacture a complete range of attractive, robust boarding furniture that will complement the finished design scheme perfectly!

Free Design Consultation – contact us today and request your free design consultation – what potential could be realised from your boarding facilities? This free consultation is unique to our BSA readers and we would be delighted to hear from you!

g & a

Boarding School sat down with **Alison Alexander** to find out more about the newest member of the BSA team...

What is your role at the BSA?

Associate Director of Safeguarding.

What were you doing before you joined BSA?

Prior to joining BSA, I was the Managing Director of the Royal Borough of Windsor and Maidenhead – senior officer responsible for the strategic operation of the Council, ensuring statutory, legislative, constitutional and regulations compliance across the entire council. Prior to this I was the Director of Children, Adult and Health Services.

What are the key safeguarding and child protection issues facing the boarding sector?

I see a few areas of challenge which I believe BSA can offer assistance including: compliance; losing expertise in the safeguarding area; accessing external advice and guidance; differing expectations of schools and parents; and demands on children and young people today.

How is your experience of managing children's services within a local authority useful for BSA members?

As Director of Children's Service I led all education, early help and safeguarding services. I have detailed understanding and experience of the safeguarding environment – how to ensure children are maintained as the priority focus in all safeguarding work.


What single piece of advice would you give to BSA school Heads or safeguarding leads for the year ahead?

Safeguarding is the responsibility of the School Head and the Chair of Governors. Responsibility can, and will be, delegated but make sure you know safeguarding as well as you know the aspects of education, pastoral care and governance. Protecting children from harm, of others and themselves, is hugely important. Walk the talk of safeguarding and inspire all you lead to do the same.



Alison Alexander
Associate Director of Safeguarding
Boarding Schools' Association

*Walk the talk of
safeguarding and
inspire all you lead to
do the same.*

A young man with brown hair, wearing a grey hoodie and a blue life vest, is rowing a blue boat on a river. He is holding a wooden oar with both hands, and the oar is partially submerged in the water. The background shows a riverbank with green foliage. The water is calm with some ripples.

There are 40 state boarding schools in England – where the education is funded by the state and only the boarding provision is chargeable.

All state boarding schools follow the National Curriculum and pupils take the same exams as they would in a state day school.

***Boarding School* takes a look at our state boarding schools...**

Destination: State Boarding





*Colchester Royal
Grammar School*

Grammar School

Headmaster:

John Russell

Age range:

11 - 18

Gender:

Boys 11-16.

Girls and boys in Sixth Form

Boarding places:

30 (sixth form boys only)

Boarding at CRGS is an excellent preparation for meeting the demands of university life, and we are able to provide the support and environment for our boarders to grow and thrive. The boarding education is a rewarding and enjoyable means of self-development, of learning to live with others and of making strong friendships.



Cranbrook School

Grammar School

Headmaster:

Dr. John Weeds

Age range:

13 - 18

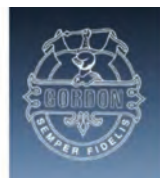
Gender:

Boys and girls

Boarding places:

257

Life for Cranbrook's boarders is busy to say the least! Every student obviously has the opportunity to enjoy moments of relaxation or reflection but in the main they join together to get the very best out of their communal experience.



Gordon's School

Academy

Head Teacher:

Andrew J Moss

Age range:

11 - 18

Gender:

Boys and girls

Boarding places:

232

Gordon's combines 'outstanding' boarding provision alongside some of the very best education in the country. At Gordon's the combination of the excellent state-funded education and a stable, nurturing and caring boarding community enables students to make the most of their talents and abilities.



The Harefield Academy

Academy

Headteacher:

Tash Moriarty

Age range:

11 - 18

Gender:

Boys and girls

Boarding places:

50

Lord Adonis House is a home that is passionate about enriching the lives of its boarders. We have a passion for pastoral care and well-being to ensure that all of our boarders know that the guidance and sustenance we provide are the base to creating a happier, successful and secure future.



Hockerill Anglo-European College

Comprehensive

Principals:
Alasdir Mackenzie
Sarah Pearson
Age range:
11 - 19
Gender:
Boys and girls
Boarding places:
375

Boarders at the College are constantly provided with stimulating and challenging experiences and it is the richness and diversity of boarding life, coupled with high academic standards and the availability of the International Baccalaureate that attract students from all over the world.



Holyport College

Free school

Founding Head Master:
Walter Boyle
Head Master:
Ben McCarey
Age range:
11 - 19
Gender:
Boys and girls
Boarding places:
224

Boarders at Holyport College join a community that celebrates traditional values while developing tolerance and understanding, essential when living in such a diverse community. Our aim is to develop each boarders' maturity, confidence, self-motivation and self-discipline, as these qualities are essential in today's world.



Reading School

Academy

Headmaster:
Ashley Robson
Age range:
11 - 18
Gender:
Boys
Boarding places:
76

Boarding is an integral part of the school. It is highlighted as an area of excellence by staff and young people. Young people are proud of their progress, which they feel is a result of their boarding experiences. The extremely positive relationships between staff and young people enable them to develop as individuals, safe in the knowledge that they are secure, valued and respected.' Ofsted Inspection Report, February 2017.



Royal Alexandra and Albert School

Voluntary Aided School

Headmaster:
Mark Dixon
Age range:
7 - 18
Gender:
Boys and girls
Boarding places:
500

At the core of the School's boarding community is an understanding of pupil needs and a commitment to education – in the truest sense of the word. That is, the development of strong values, character, resilience and independence, as well as academic achievement.



*Sir Roger
Manwood's School*

Grammar School

Head:

Lee Hunter

Age range:

11 - 18

Gender:

Boys and girls

Boarding places:

55

Boarding life at Manwood's has been the most memorable and wonderful experience of my secondary school life in England. Staying far away from home is a challenge but everyone really helps you to feel like part of a family whilst learning how to become independent.



*St George's School,
Harpenden Academy Trust*

Comprehensive School

Headmistress:

Helen Barton

Age range:

11 - 18

Gender:

Boys and girls

Boarding places:

120

Boarding at St. George's exists to supplement and support the excellent academic work and life of the School in a caring, Christian community. Young people are encouraged to develop a sense of responsibility, self discipline and their individual talents and abilities. Discipline is firm but fair. Pupils take part in decision making processes and assume increasing control of their lives as they proceed up the School. Boarding is also great fun; life-long friends are made, opinions formed, and many retain happy memories of these days.



*Steyning Grammar School
Day and Boarding*

Comprehensive School

Headteacher:

Nick Wergan

Age range:

11 - 18

Gender:

Boys and girls

Boarding places:

127

Steyning Grammar School offers full and weekly boarding opportunities for families who want peace of mind in securing their children's education in a safe, rural environment. The boarding experience contributes to the development of positive, independent and fully engaged citizens of our global community, equipped with the character to flourish in their future.



*The Duke of York's Royal
Military School*

Academy

Principal:

Alex Foreman

Age range:

11 - 18

Gender:

Boys and girls

Boarding places:

502

We pride ourselves on offering outstanding pastoral care, ensuring that students feel relaxed and happy in their boarding houses. We understand that our students need to feel secure and safe in a supportive community. Our staff work hard to create an environment that is home from home, and there is always someone available for a chat or to offer advice and support. Each house has its own individual personality, and a friendly welcoming atmosphere.



The Royal Grammar School

Grammar School

Headmaster:

Philip Wayne

Age range:

11 - 18

Gender:

Boys

Boarding places:

70

The comfort of the boys in our care is central to every aspect of boarding life and we are delighted to say that our staff and boarders alike share a true sense of family and community, ensuring a genuine 'home from home' experience.



Wymondham College

Academy

Headteacher:

Dan Browning

Age range:

11 - 18

Gender:

Boys and girls

Boarding places:

650

The exciting and unique blend of young people is one of the many reasons why Wymondham College is a dynamic, successful and fascinating place to be. However our true strength and uniqueness comes from boarding which forms the very essence of college life. Wymondham College has always been a fully co-educational school and since the 1970s we have had mixed boarding houses. This means that whilst sleeping accommodation is entirely separate, boys and girls mix naturally in the social and work areas.



Beechen Cliff School

Academy

Headmaster:

Andrew Davies

Age range:

11 - 18

Gender:

Boys 11-16, with girls in the Sixth Form

Boarding places:

36 (boys only)

The unique ethos at Beechen Cliff School is driven by its Core Values. Core Values recognise the qualities that we expect boys to adopt and develop during their time with us. These values underpin all that we do and are considered to be an integral part of the experience at Beechen Cliff where a safe and secure learning environment, high standards of teaching and the provision of a wide and varied range of extra-curricular opportunities all combine to develop well rounded and independent thinkers.



Brymore Academy

Technical School

Headteacher:

Mark Thomas

Age range:

11 - 17

Gender:

Boys

Boarding places:

150

Boarding at Brymore is a fantastic and vibrant community in which boys learn to succeed and develop as an individual. The house team monitors all aspects of the boys progress throughout their schooling and will liaise with you closely during this time. Students are encouraged to take advantage of all the extra-curricular activities that are offered at Brymore, from Blacksmithing and engineering to a wide range of sporting activities – there is something for everyone.



Burford School

Academy

Headteacher:

Kathy Haig

Age range:

11 - 18

Gender:

Boys and girls

Boarding places:

97

Boarders are an integral part of this historic school with a high and enviable reputation. Boarding students achieve consistently excellent academic results and are well noted for their achievements and their mature approach to individual and group activities, as well as their positive relationships with adults and their peers.



Exeter College

Further Education College

Principal:

John Laramy

Age range:

16 - 19

Gender:

Boys and girls

Boarding places:

16

All of our accommodation options are safe and secure and located within 30 minutes travel of the city centre. Living away from home can seem daunting at first but it's a great way to make new friends and experience living independently. We offer different accommodation options to suit differing budgets and tastes so if you would like to discuss our accommodation in more detail, then please contact the international office.



Exeter Mathematics School

Sixth Form College

Principal:

Kerry Burnham

Age range:

16 - 19

Gender:

Boys and girls

Boarding places:

30

Our aim is for students to have a home from home existence. There are televisions, board games, books and wifi provided along with the possibility for students to provide computer games and other entertainments. A range of extra-curricular activities, including sport, music and drama, is available through Exeter College. The College gym is open every morning before school and every evening. Other activities are available, such as you would expect from a small, vibrant city.



Peter Symonds College

Sixth Form College

Principal:

Sara Russell

Age range:

16 - 19

Gender:

Boys and girls

Boarding places:

70

Our ethos is to make it a stepping stone between secondary school and university. Boarders are encouraged to be independent, whether it be managing their own study time, doing their own laundry or making snacks in the houses. The college is conveniently situated within walking distance from the city centre and all that it offers, shops, leisure centre etc, a stone's throw from the train station which has direct services to Southampton/ Basingstoke for shopping, bowling, ice skating, cinema or further afield such as Bournemouth, for days at the beach, or London, for more cultural pursuits!



Richard Huish College

Sixth Form College

Principal:
John Abbott
Age range:
16 - 19
Gender:
Boys and girls
Boarding places:
74

Oak House is our purpose built student accommodation which opened in September 2017. This house offers our students a more independent living experience in preparation for university life and beyond. Oak House offers a fantastic communal area and living space downstairs, and has both single and twin bedrooms.



Sexey's School

CoE Comprehensive School

Head Teacher:
Helen Cullen
Age range:
11 - 18
Gender:
Boys and girls
Boarding places:
300

Boarding provides the opportunity for students to become more independent and as such is a good transition between school and university life. Opportunities for inter-personal and leadership skills are enhanced as most boarders take on some degree of responsibility for others and for the management of school activities, such as homework, competitive inter-house events and peer helping.



Shaftesbury School

Comprehensive School

Principal:
Tim Farrer
Age range:
11 - 18
Gender:
Boys and girls
Boarding places:
104

Boarding is fun, exciting and provides a constant safe environment in which to learn. There is no doubt that boarding improves students' self-confidence and independence. Boarders in Barton Hill House are always encouraged to take responsibility for themselves whilst being guided and nurtured. Boarding allows learning to continue outside of the classroom and the opportunity to learn from the staff and other students as role models and peers.



The Wellington Academy

Academy

Executive Headteacher:
Ann Keane-Maher
Age range:
11 - 18
Gender:
Boys and girls
Boarding places:
100

In the boarding house our boarders enjoy a stimulating environment where the pleasures of home are interwoven with a work and activity schedule designed to encourage them to educate themselves in the fullest sense of the word. The boarding team work together to ensure that each student receives the best possible care enabling them to learn, succeed and thrive.



The Five Islands School

Comprehensive School

Headteacher:

Jo Yeates

Age range:

5 -16

Gender:

Boys and girls

Boarding places:

17

Mundesley House is a boarding house funded by the Isles of Scilly Council that provides boarding for secondary-aged "off-island" students (students who normally reside on the islands of Bryher, St Agnes, St Martin's and Tresco). Students board from Monday-Thursday night, returning home on Friday afternoon. This enables students to access a full secondary education on St Mary's.



Empowered to Learn

Ashby School

Academy

Headteacher:

Geoff Staniforth

Age range:

14 -18

Gender:

Boys and Girls

Boarding places:

75

A state boarding school is a rare thing but, for more than four centuries, boys have come to find education in Ashby, a small and traditional market town in the Heart of England and in the National Forest. It is home to 75 boys from all over the world aged between 11 and 19 years. Parents and boys choose School House for a variety of reasons. Some are drawn to the impressive setting, while others apply because they wish to experience the security and comfort of a family environment while receiving an excellent education.



De Aston School

Comprehensive

Headteacher:

Simon Porter

Age range:

11 - 19

Gender:

Boys and Girls

Boarding places:

65

De Aston has a popular and successful mixed boarding facility for 65 students aged between 11 and 19. The Boarding House received an overall GOOD RATING in its 2018 OFSTED Inspection report. It provides an environment in which young people can feel safe and supported, allowing them to achieve their best from a stable education whilst making secure, lasting friendships with their peers. Boarders also have the opportunity to make full use of the activities and many facilities offered by the school.



Haberdashers' Adams

Academy (Selective)

Headmaster:

Gary Hickey

Age range:

11 - 18

Gender:

Boys (Day Girls in Sixth Form)

Boarding places:

89

Boarders start their school life at the age of 11 at Longford Hall, a beautiful Georgian mansion set in one hundred acres of grounds with magnificent views of the surrounding countryside. They are cared for by a Boarding Housemaster and his team of Matrons and Tutors who know each boy personally. They enjoy a warm atmosphere and a comfortable environment.



Old Swinford Hospital School

C of E comprehensive

Principal:
Paul Kilbride
Age range:
11 - 18
Gender:
Boys
Boarding places:
415

Our boarders grow in confidence, independence and emotional resilience so that when they leave us, they are mature and capable young people, able to get on with others and well-prepared for life beyond school. From the very beginning of a boarder's time here, we feel that it is the strength of our community that defines their experience, by providing a welcoming, supportive and upbeat environment. The happiness, welfare and recognition of each child lie at the heart of all that we do.



Skegness Grammar School

Academy (Selective)

Principal:
Emma Day
Age range:
11 - 18
Gender:
Boys and Girls
Boarding places:
18

Wainfleet Hall is something that we are all very proud of here at Skegness Grammar School. We believe that we offer something unique and that we provide an environment where your child can flourish as part of a strong caring, supportive and inspirational community. Skegness Grammar School is one of England's leading grammar schools, with a reputation built upon both our heritage and our commitment to embracing new and exciting ways to help our students excel in the modern world.



The Priory Academy LSST

Academy

Headteacher:
Jane Hopkinson
Age range:
11 - 18
Gender:
Boys and Girls
Boarding places:
42

We work to ensure that our boarders have the best of both worlds: they are educated at a successful Academy and they live in first-class accommodation. Robert de Cheney House is positioned within the Academy grounds alongside the sports centre and Newton Centre. The house provides accommodation for up to 60 male and female Sixth Form students. All rooms are single en-suite study bedrooms with internet connection.



The Royal School Wolverhampton

Free School comprehensive

Principal:
Mark Heywood
Age range:
4 - 19
Gender:
Boys and Girls
Boarding places:
120

The Royal has a long and successful history of providing a nurturing and stable boarding environment. We offer full, weekly and flexi-day boarding and have comfortable accommodation in shared rooms on site for up to 120 pupils. Boarding has always been a fundamental part of the life and spirit of The Royal and this continues to be so now that we are a Free School. Boarders join us from age 11 upwards and stay in one of our single-sex boarding houses, the gender split being 50 girls and 70 boys.



The Thomas Adams School

Comprehensive

Headteacher:

Mark Cooper

Age range:

11 - 18

Gender:

Boys and Girls

Boarding places:

65

Step into Adams House and you'll instantly feel at home. Catering for boys and girls between 11 and 19, and with a capacity of up to 65 boarders, we've been welcoming students from the UK and across the world for years.

Adams House is located in an attractive rural setting in Wem, North Shropshire. We are a state boarding house, which means that parents only pay for the accommodation and supervision of their children, with educational costs met by the Local Authority.



Welbeck Defence Sixth Form College

Comprehensive Sixth Form

Principal:

Peter Middleton

Age range:

16 - 18

Gender:

Boys and Girls

Boarding places:

350

Welbeck's boarding facilities are outstanding. We have five purpose-built co-educational boarding houses named Alanbrooke, Nelson, Portland, Stirling and Trenchard. Each house can accommodate up to 70 students and is managed by two qualified house parents who take their 'in loco parentis' responsibilities very seriously. We are very conscious that the majority of our students have never boarded before, so our new students benefit from a carefully designed induction programme which ensures that their transition into boarding life is as smooth as possible.



Dallam School

Academy Comprehensive

Headteacher:

Nigel Whittle

Age range:

11 -19

Gender:

Boys and Girls

Boarding places:

128

Dallam School, based at the entrance to the stunning Lake District, offers an exceptional all-round education for students aged 11-19. We are proud to be one of only 40 state boarding schools in the country. With a dedicated boarding house located just under two miles from the main school, in the beautiful village of Heversham, Dallam offers a truly home-from-home experience for every one of our students.



Keswick School

Academy comprehensive

Headteacher:

Simon Jackson

Age range:

11 - 18

Gender:

Boys and Girls

Boarding places:

50+

Lairthwaite Boarding House was purpose built on the edge of the school site and has been recently refurbished to a very high standard. It is a co-educational house designed to meet the needs of over 50 students aged 11-18. This relatively low number of places generates a unique family environment within the boarding house, which has proven to be very successful formula and makes the older boarders not want to leave at the end of their time, often returning in years to come.



Lancaster Royal Grammar School

Academy (Selective)

Headteacher:

Dr Chris Pyle

Age range:

11 - 18

Gender:

Boys

Boarding places:

170

Lancaster Royal Grammar School is one of the most successful state boarding grammar schools, with an excellent academic reputation, offering boys a wealth of cultural and sporting activities and the option of weekly and full boarding. We endeavour to create a caring and supportive environment for the development of all pupils. We aim to create a community in which achievement is recognised and celebrated. In close liaison with parents we seek to encourage independence, maturity and responsibility in every boy in our care.



Liverpool College

Academy Comprehensive

Principal:

Hans van Mourik Broekman

Age range:

4 - 19

Gender:

Boys and Girls

Boarding places:

32

Our boarding house is a friendly and supportive environment. It is a home away from home for a diverse and committed group of pupils and staff. The staff support and encourage each pupil to achieve the best academic outcomes and to participate fully in everything Liverpool College has to offer.



Polam Hall School

Free school

Principal:

Kate Reid

Age range:

4 - 19

Gender:

Boys and Girls

Boarding places:

60

Home never feels too far away for Polam Hall boarders. We keep the boarding experience as friendly and as relaxed as possible whilst still keeping everyone occupied and entertained – and while we would never try and replace family life, we know from experience that we are able to offer a safe, happy, and positive alternative for all our students. We achieve this by arranging our boarding accommodation in traditional houses.



Ripon Grammar School

Community school (Selective)

Headmaster:

Jonathan Webb

Age range:

11 - 18

Gender:

Boys and Girls

Boarding places:

84

Our boarders enjoy in-house support from highly-qualified staff tutors and peer mentors, and typically perform academically as well as, and often better than, their non-boarding fellow students. They benefit from having extra time for studying - since they don't have to travel to and from school - as well as the opportunity to enjoy a wide range of first-class facilities and activities on their doorstep, both in and outside normal school hours.



Mark Dixon
SBF Chair
Headmaster, Royal Alexandra and Albert School

Conference

The third annual State Boarding Forum (SBF) Summer Conference was held at Royal Alexandra and Albert School on June 4.

Delegates were welcomed to conference by Mark Dixon, Headmaster of Royal Alexandra and Albert School and Chair of the SBF Committee. There followed a packed programme which included the following presentations:

- 'Transitioning Pupils' Transgender Pupils, Dr Elly Barnes, MBE, CEO and Founder, Celebrate and Educate
- 'Reporting peer-on-peer abuse', Dale Wilkins, BSA Director of Safeguarding and Standards
- BSA update, Robin Fletcher, BSA, CEO
- Safeguarding/IICSA update, Dale Wilkins, BSA Director of Safeguarding and Standards
- Brexit Q&A, Mark Earle, School Admissions Team, Department for Education
- Service Children's Progressive Alliance (SCiP), Dr Judith McCullough, Principal Investigator, SCiP Alliance & Director of Post Graduate Research Students, University of Winchester.

Speaking about the Mark Dixon, SBF Chair said:

"It was a privilege to host the summer conference at Royal Alexandra and Albert School and great to see so many delegates from across a good number of SBF School."

"These are uncertain times for state boarding schools and I was pleased we had representatives from the Department for Education and the Ministry of Defence to join us for the sessions on Brexit and Service Children. It was also good to talk about pastoral issues and to be joined by industry experts who gave invaluable advice on topics including Transitioning Pupils and Reporting peer-on-peer abuse."





Old school uniform: wear it, don't bury it!

With Central Government delaying any meaningful initiatives to reduce the landfill of 'fast fashion' clothing, business and individuals will need to step-up to stem the flow of over 300,000 tonnes of clothing being buried each year in the UK.

The Schoolwear industry itself is not immune from criticism, even by one of its leading suppliers. Mark Stevenson, Joint Managing Director at Stevensons, the UK's largest Independent School Uniform supplier, is clear "The issue of re-use and recycling is everyone's problem. Even though we concentrate on providing products that are long-lasting we all need to do more, as individuals, as a company and as an industry."

Kathryn Shuttleworth, MD of David Luke Schoolwear, set the ball rolling with a thought provoking presentation 'Sustainability & School Uniform' at last October's Schoolwear Show. But in addition to the range of Eco-friendly clothing made by her company, what new initiatives have launched as a result?

One example, started by parents in 2018, is 'Old School Uniform' (www.oldschooluniform.co.uk), which is now being supported by Stevensons. It's a website dedicated to the easy re-use of school uniforms across the country. Andrea Grant, one of its founders, is enthusiastic about its potential "Not only does making use of unused and second-hand clothing have a fantastic impact on

your pocket, it also strengthens the community and plays an essential role in sustaining our precious environment and protecting our natural resources. A win-win situation for everyone!"

A second initiative, also being championed by Stevensons, is 'Boots2Africa' (www.boots2africa.co.uk), a charity created by Iain Finch, "Our aim and mission is to recycle and ship 1 million items of preloved and written off boots, trainers and Astros to our carefully chosen benefactors in Africa." To help the charity reach their ambitious collection target, Stevensons is visiting schools with collection bins and also encouraging donations through their branches this Autumn.



National Boarding Week 2019

Alongside the hundreds of events taking place at member schools, during **National Boarding Week 2019**, the BSA's Boarder's Got Talent competition, took place on June 19 at The Mount, Mill Hill International.

With stiff competition from 23 magicians, dancers and musicians from 14 schools, Muse from Stonar School was crowned winner playing the Guzheng and performing *The Battle of the Typhoon*. Runners up were Georgina from The Duke of York's Royal Military School sang *Hallelujah* and Mani and Natalie from St Catherine's School, Bramley performed a modern dance piece.

The Boarding Bake Off competition took place at Dean Close School. The standard of baking was very high with all the contestants remaining calm under pressure. The winner was year 9 student, Ben Q, from Dean Close with his delicious Eton Mess Cake.

Thank you to everyone who took part in **#NationalBoardingWeek**



Monkton Combe School

Our annual Super Sports event took place at our Senior School on Saturday. Crab football and Human Hungry Hippos was followed by a Tube Dash, Egg & Spoon and 3-legged Race, all amidst great hilarity and spectacular performance!

#iloveboarding #nationalboardingweek
@BSAboarding.

St Mary's, Cambridge

I came to Cambridge, to St Mary's School because my cousin came here last year. She adored it and said it was great. She was not wrong! I came to St Mary's in order to improve my English and to discover a new culture. The staff are very nice. If you have a problem, they are always able to help you. To sum up the boarding school is very good. There is always a good atmosphere, which is great!
Joespine, from France.

Royal Alexandra and Albert School

To celebrate #NationalBoardingWeek we hosted our second annual Big Boarding Bop event last night! With an ice cream van and inflatables (and even a rainbow!), it's safe to say pupils had a fantastic time. Entry was £1 and all proceeds will be donated to Barnardo's. **#iloveBoarding**

Millfield School

Boarding truly is one of the highlights for Millfield pupils!



Mowden Hall School

What a wonderful start to our celebrations for [#nationalboardingweek](#) [#nationalboardingweek2019](#) with a giant Boarders BBQ! [#iloveboarding](#) [#prepschoolfun](#) [#friendships](#) [#makingmemories](#) [@bsaboarding...](#)

Ryde School with Upper Chine

Brilliant fun supporting [@bsaboarding](#) Boarding Week [#iloveboarding](#) [#nationalboardingweek](#) [@rydeschoolboarding](#), first with a boarder's walk to the obstacle course for some fun.

St Mary's Shaftesbury

On Wednesday evening we celebrated [#nationalboardingweek](#) by organising an obstacle course for boarders!! [#iloveboarding](#) [#funwithfriends](#) [#friendsforlife](#) [#teambuilding](#) [#bsaboarding](#) [@bsaboarding](#) [#nationalboardingweek](#)

What attributes are West African families looking for in your boarding school?



Mark Brooks
Director
Mark Brooks Education

Atolani joined his UK boarding school in Gloucestershire a few years ago as a nervous, shy young boy from his prep school in Lagos. Last Saturday in a packed hall I watched on proudly at his Speech Day. Having grown now in stature and in confidence, this young man was called up for numerous academic and sporting prizes. Atolani is being widely tipped as a potential head of school.

Why was I so proud? Well he is one of dozens of students I have placed over the past eleven years. Through placement and sometimes through guardianship, we have helped supportive parents and dedicated schools to bring out the full potential of their girls and boys.

An ideal asset

Having been a boarder myself, a schools marketing director and now consultant and adviser to more than 100 schools across the UK, I have seen first-hand that Nigerian and other West African students are an ideal asset to any UK boarding school. They are conscientious in the classroom, skilful on the sports pitch, highly capable in the creative and performing arts, foster lasting friendships across the community and are frequently rewarded with senior leadership roles.

Three emerging trends...

The continent of Africa has been overlooked for many years. But that situation is changing.

- The economies across West Africa are flourishing. Nigeria is stabilising both politically and financially, and Ghana is the fastest growing economy in the world according to the IMF.
- Demand for places in UK boarding schools is surging. According to the latest ISC annual census students from Nigeria were up 14%, and 23% for the rest of Africa.

A British schooling remains the gold standard in education. It is seen as the passport to success in university and a wide-ranging global career.

What are West African families looking for?

A close academic colleague spent years researching for a PhD on this subject, but the reasons can be distilled into the following...



“Ghana is the fastest growing economy in the world according to the IMF”

1. Fulfilling academic potential

Parents are familiar with league tables and results. While we don't take them all that seriously in the UK, you will have to be clear about where you stand academically. If you are not at the top of the league tables, talk in terms of being able to help a range of students. Don't forget to provide case studies of the value-added difference that you have made. And in terms of reporting on progress, they will be keen to keep in contact. Tell them of your regular reports, and proactive communication from tutors and house parents.

2. History and heritage

Families are looking for British values and ethos from your school. They treasure the commonwealth ties and association with the UK. So, indications of quality, style, a foundation date, impressive buildings and solid reputation will be well-received. Use relevant

images in your communication to re-enforce this message. Ensure that quality photographs show a sense of place – with students in them

3. An all-round education

There are many exceptional British and international schools that I work with across West Africa that deliver excellent results. Their I/GCSE grades for example are on a par with the best in the UK. However, what they would all agree with is that they can't fully compete with the all-round opportunities and first-class facilities of leading UK boarding schools that enrich the curriculum to instil confidence, resilience and leadership skills.

But for West African families these are the activities that make all the difference. And for students such as Atolani, and his sister Jenrola who follows in his footsteps to the UK this September, these solid

British foundations will set them up for life. Lastly, the most important point. If a boarding school serves regular helpings of hot and spicy Jollof rice in its menu, then it will be a hit with West African girls and boys – and probably the whole boarding community.

During the past eleven years Mark Brooks Education has helped numerous West African families find places at leading UK boarding schools. His team has also organised 11 boarding school exhibitions with the UK's Department for international Trade (in Nigeria and now Ghana), recruited Principals and senior staff for prestigious schools in Lagos and delivered leadership training for local schools. www.markbrookseducation.com

BSA and BAISIS

The BSA and BAISIS are delighted to announce their partnership this month. BAISIS (the British Association of Independent Schools with International Students) exists to define and share best practice in academic and pastoral provision for international students in British independent schools.

The Association of International Study Centres (AISC) was set up in 1997 by Sherborne School, Taunton School, Rossall School and Bedford School under the Chairmanship of Dr Christopher Greenfield, then Principal of Sherborne International College. At the time, they were the only four schools in the UK which had international study centres. These were stand-alone units separate from their parent schools and headed by Principals who were pioneers in the sector of teaching English as an Additional Language and the whole range of academic subjects to students with limited English. Study centres were set up for such students to prepare them academically, pastorally and culturally for successful integration into a British boarding school and students from them went into parent school and into many other schools which did not then have the capacity to prepare international students in this way.

The Principals of these four study centres met regularly to network and exchange best practice. There was little knowledge to draw on or training available for teachers and



Caroline Nixon
General Secretary, BAISIS

houseparents to help them with the challenges they and their students faced. So from the beginning a major aim of the AISC meetings was to provide CPD for subject specific teachers, EAL teachers and house staff.

AISC rebranded as BAISC (British Association of International Study Centres) under the Chairmanship of Duncan Rose (Principal of Rossall International Study Centre) and later, when I became Chairman, became BAISIS (British Association of Independent Schools with International Students).

The reason for the last rebrand was that I wished to open membership to independent schools performing the same function of preparing

international students for success in mainstream education, but perhaps using different formats from the separate study centre model. At that time, I was Principal of Taunton School International, which I had also rebranded from Taunton International Study Centre when we moved from being a study centre of 17 pupils to an international school of 145 students. Moving with the times and recognising that form is not as important as function, the new criteria for membership allowed provision to be within mainstream schooling as long as it was high quality. As a result of this change, membership expanded from eight schools to 54, and presently stands at 62 schools with 16 supporting members.

However, the aims of BAISIS remain true to those of the original pioneers of AISC. The market has changed but the needs of international students remain. Indeed, it is ever more important as numbers of international students in UK boarding school increase and schools which do not have a long history of supporting international students start to recruit them. BAISIS has always defined and shared best practice in the sector and always been generous with its members' experience and expertise.

Training and development sessions have always been a major part of the BAISIS' offering, informed and refined by 22 years' experience. This year they have been honed into a formal certificated course of CPD for EAL

partnership



We are delighted our partnership will allow us to support more teachers and other staff looking to understand better the needs of international students...

teachers, subject-specific teachers and managers interested in giving their international students the very best chance of academic success.

This course has now been accredited by the BSA and we are delighted our partnership will allow us to support more teachers and other staff looking to understand better the needs of

international students and learn practical strategies and techniques for effective T&L in the mainstream classroom, as well as explore the benefits of a whole-school approach to learning for international students. The course also includes specific modules on a Content and Language integrated approach to learning in STEM subjects and Humanities.

The present BAISIS Executive Committee comprises Chairman Julian Baker of Box Hill School, Deputy Chairman Elyse Conlon of Moreton Hall, Mark Jeynes of Bishopstrow College and Padworth College and myself as General Secretary, ably supported by our Executive Officer Sue Harris.



Berian Williams-Jones
Director of Boarding
Brisbane Grammar School

Those of us of a certain age would have been raised on a well-honed diet of television with a sci-fi leaning, no doubt a by-product of the space race of the 60s. Pre-eminent among all those programs, to my thinking at least, would be *Star Trek*, and the voyage of the *USS Enterprise* to explore strange new worlds, to seek out new civilisations, and more than anything else, to boldly split the infinitive.

And the relevance of these apparently random witterings about my viewing habits of some 40 years ago? Simply this. In my present role as Director of Boarding at Brisbane Grammar School (BGS), colleagues often ask if my experience of now working in boarding in Australia is in any way different to my previous roles of similar responsibility in England. In response, I often find myself mimicking First Officer Spock, in my assertion of, 'it's boarding, but not always as I know it'.

So, what are these differences and similarities? Are they significant differences and where is the common ground?





‘It’s boarding,
but not (always)
as I know it’

>>>



Having now worked in boarding in both countries, my unequivocal viewpoint is that there are far greater similarities to the experience than there are differences. Whether at Haileybury, Dean Close School, The Southport School (TSS), Gippsland Grammar or BGS, there are the same demands of staff, the same pinch points in the daily routine, and the same rewards and sense of purpose at the end of the journey. All those who have worked in boarding will know and recognise the unique sense of belonging or 'mateship' among the boarders, the obvious challenges of the residential setting, the rewards of caring for an adolescent, and of being part of the extended family. All of that is the same, whatever hemisphere the residential setting.

What, therefore, are the differences between the boarding experiences?

Potentially the most obvious difference is the scale of respective communities. My first teaching post was at Haileybury, with 12 residential houses and approximately 80 staff either 'living in' or accommodated in housing on the grounds. It was akin to a village, with its own doctor and a farm to provide you with your dairy needs, delivered daily and delightfully unpasteurised!

In contrast, the community at BGS is just shy of 100 boys, in a school of over 1700 students. Equally boutique boarding communities are located throughout Australia, with the largest communities in South East Queensland at Toowoomba Grammar School, St Joseph's Nudgee College and TSS still accounting for less than half of their respective senior school populations. When boarding is a smaller discrete operation, then it does become a school within a school — a place



whereby default you must fly the flag — but it then also, importantly, becomes a place where each boarder is truly known by the staff.

While many Brisbane schools will have boarders from the immediate metro area, most students still come from towns and cities along the east coast or from rural and remote centres. The vast distances between their home and the nearest high school, and indeed the desire for greater opportunity, are the catalysts for a boarding education.

In contrast, boarding in England remains a matter of social choice or family predisposition. At Dean Close School, very few of the 'home-grown' boarders would have lived more than an hour from school. On the whole, they boarded not because they had to, in order access an opportunity-rich education, but because they wanted to experience the residential setting. There is evidence of growth in metro boarding in Australia, most notably for students with heavy extra-curricular commitments, but it remains an experience that in the main is geared to meet the needs of remote and rural students.

The nature of staffing is also somewhat different. In England my experience was, almost all the adults who worked in the residential community — save the irreplaceable Matron, of course — were members of teaching staff. Teachers did their traditional night on duty, met with their tutor group, and attended the odd house event or function. The 'house' was the pastoral backbone of the school and the tutor was the 'tooth in the cog'. In Australia, most schools relying on boarding-specific staff to provide a supervisory presence. Staff can range from students and pre-service teachers to boarding professionals or 'supra' matrons. The price you can pay in this model is a lack of direct contact with the classroom but seldom do the challenges of learning impact on the philosophy of providing a 'home away from home.'

Whether you are in Australia or England, prep is prep. It provides the same opportunities for boarders to do their work, and indeed the same challenges for staff to get the boarders to do their work in the first place! At both Haileybury and Dean Close School, clinics and support sessions



were integral elements of the programme for all students, with day students and boarders often staying until dinner.

In Australia, the same extension or support experiences are much more boarding specific, and many families choose a school on the academic benefits of the residential experience. Formal tutoring, as opposed to the English tradition of the lone teacher supervising prep, is offered in a range of subjects and many communities run a 'homework club' for junior boarders. Indeed, in some schools, boarding is much more about the academic benefit it offers rather than the virtue of 'growing up in a group'.

Finally, I cut my boarding teeth on a strict diet of five nights of prep and Saturday teaching, followed by 'games', which in turn left a relatively brief window to cater for the students over the weekend. A staple diet in Tower House was a big screen cinema (in reality, a projector aimed towards a wall), a house barbecue, games of cricket (with improvised rules that prevented any significant loss of glass) and, most importantly scones and jam

on Sunday afternoons. At BGS, with a much longer weekend from Friday afternoon, there is the inevitable challenge of finding worthy activities. Games of bin cricket are always good value; while we also offer the traditional smorgasbord of table tennis, gaming consoles and pool in our common rooms. Where it differs is that like many of my fellow boarding communities, I can call on an Activities Tutor to manage this program. His repertoire includes beach trips, bush walks, watching sport at the nearby Suncorp Stadium or the Gabba, cinema visits and socials with other schools. At which point, cue cries of, 'it was never like that in my day'.

The ultimate question is, of course, which is better? To this question there is a simple and immediate answer, that doesn't need any qualification or sci-fi reference, and that answer is neither. Each system has its special characteristics. Each has its foibles and its failings. Each has its strengths and weaknesses. Neither is better than the other — they are simply different and need to be valued as such.

Having now worked in boarding in both countries, my unequivocal viewpoint is that there are far greater similarities to the experience than there are differences.

bsa Boarding **Award** **Winners** 2019

On Wednesday 8 May, BSA hosted the **second annual Boarding Awards** at the Park Plaza hotel in London. The evening of glamour was hosted by BSA veteran and retiring head, **Mary Breen** from St Mary's Ascot who entertained the crowd with stories and advice from her time in boarding.

Speaking about the awards, BSA CEO, Robin Fletcher said: "**I was bowled over by the volume and standard of entrants. Thank you to Mary for hosting such an enjoyable evening and congratulations to all our winners!**"



Vulnerable Children

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Winner:
Royal Alexandra and Albert School



Innovation Award

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Brighton College
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Perrot Hill

Winner:
Brighton College

Khadija Saye Photography Award

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Daisy Dai, Kingswood School
Tess Donnelly, Eastbourne College
Dimitri Georges, Rochester Independent College

Winner:
Daisy Dai, Kingswood School





Wellbeing Award

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Winners: Bredon School and Lord Wandsworth College



Boarding Research

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Winner: Delyth Lynch, Wellington College



Boarding House Extension

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Brighton College

Giggleswick

St Leonards

Winner: Brighton College



Stephen Winkley Award

sponsored by RSAcademics

Alison Bridge, Ludgrove

Richard Foster, Windlesham

James Shone, Monkton Combe School

Winner: Alison Bridge, Ludgrove

#OnBoard

In January 2019, the BSA launched its ON BOARD Community Action Programme to highlight work contributing to society by boarding schools. The aim is to increase support for local communities from boarding schools and to highlight this to external stakeholders, including Government and parents.

To get involved in this initiative, BSA member schools and boarders, must carry out some sort of community-action at least once a term and share this activity with the BSA, in particular using social media and the hashtag **#OnBoard**.

A group of about ten young people, mostly teenagers, are seen from behind as they hike through a lush green field. They are wearing backpacks and casual outdoor clothing. In the background, there is a dense line of trees on a hillside under a sky with scattered white clouds. The overall scene is bright and natural.

The BSA are proud to be supporting and demonstrating the enthusiasm for charitable fundraising and volunteering of boarders in the BSA community. If your boarders are involved in charity work or a volunteering scheme, let us know. We'd love to see your story and pictures online, tag us and use hashtag #OnBoard.

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Aysgarth School

On Sunday May 19, pupils of Aysgarth School along with family, friends and staff understood a sponsored walk in aid of RNIB. The walk took place over the 16 miles from Aysgarth Falls, where the School was founded, to Newton-le-Willows, the current site of Aysgarth School.

Over 370 walkers took part in the event and have now raised in excess of £36,000. Over £14,000 of this has been raised by Archie Hare, a pupil at Aysgarth who is visually impaired. During parts of the walk, students wore blindfolds to raise awareness and experience just an element of what it is to be visually impaired.



Campbell College

On Sunday June 9, sixty students and staff from the boarding community at Campbell College took part in the recent March for Men, in Belfast. March for Men is a UK wide initiative raising awareness and funds for Prostate Cancer.

This is an ideal event for the boys to participate in for multiple reasons: it supports research into an issue of men's health; it raises awareness of that issue within a male boarding community; it encourages the boys to contribute to a charitable cause.

The event is now firmly part of the Campbell charitable calendar, and this is the second year that the boarders have participated. Involvement has helped to foster and develop a sense of place within the community and an increased awareness of the issue – as well as helping the boys to work up an appetite for Sunday brunch!



Giggleswick School

Charitable work, fundraising and community service are key elements to life for boarders at Giggleswick School. One of the most popular is Gigg2Gigg. This bi-annual fundraiser makes the most of the school's location in the Yorkshire Dales, on the doorstep of some of the finest outdoor landscapes in the country.

Gigg2Gigg is a 56km circular walk from the school which takes in the three highest peaks in Yorkshire – Penyghent, Whernside and Ingleborough and is a gruelling 16 hours of continuous walking with a total ascent of over 1,600 metres.

Gigg2Gigg contributes to the £15,000 which the school and all pupils raise annually on average for good causes. Fundraising initiatives vary and charities to have benefitted in the past include Teenage Cancer Trust, Oxfam, Northwest Air Ambulance, Leeds Hospital Cancer Care and ShelterBox.

BSA MEMBER LIST

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

REST OF THE WORLD

American Hebrew Academy, USA
Avi-Cenna International School, Nigeria
Brisbane Grammar School, Australia
British International School Phuket
Bromsgrove International School, Thailand
Chinquapin Preparatory School, USA
Day Waterman College, Nigeria
Dulwich International High School
Suzhou, China
Episcopal High School, USA
Epsom College in Malaysia
Fay School, USA
Frensham, Australia
GEMS Cambridge International School, Kenya
GEMS Cambridge International School, Uganda
Hangzhou Greentown Yuhua School, China
Harrow International School Bangkok, Thailand
Harrow International School, Hong Kong
Idyllwild Arts Academy, USA
Imperial Grammar School, Australia
Jerudong International School, Brunei
Kincoppal-Rose Bay, Australia
King Henry VIII College, Malaysia
Kolej Tuanku Ja'afar, Malaysia
Lady Eleanor Holles International School
Foshan, China
Letovo School, Russian Federation
Marlborough College, Malaysia
Merchiston International School, China
Methodist Ladies' College, Australia
Michaelhouse, South Africa
Miles Bronson Residential School, India
MIT Pune's Vishwashanti Gurukul, India
New School Georgia
North London Collegiate School, Jeju, Korea
Peponi School, Kenya
Prem Tinsulanonda International School, Thailand
Pymble Ladies' College, Australia
Regents International School Pattaya, Thailand
School of Leadership, Afghanistan (SOLA)
Shattuck-St Mary's School, Malaysia
St Andrew's Prep School Turi, Kenya
St Andrew's Senior School Turi, Kenya
St George's College, Argentina
St Joseph's Nudgee College, Australia
St Patrick's College, Australia
The Doon School, India
The Forman School, USA
The Hockaday School, USA
The International School of Penang (Uplands), Malaysia
The International School, Bangalore, India
The King's School, Australia
The Regent Secondary School, Nigeria
Toowoomba Anglican School, Australia
United World College Dilijan, Armenia
United World College of South East Asia, Singapore
Wellington College International Tianjin, China
Westlake International School, Malaysia
Woodstock School, India
Yew Wah International Education School of Guangzhou, China
Yew Wah International Education School, Zhejiang Tongxiang Campus, China
Yew Wah School of Shanghai, Changning, China
Yew Wah International Education School of Shanghai Lingang, China

Woldingham School
Woodbridge School
Woodcote House School
Woodhouse Grove School
Worksop College
Worth School
Wrekin College
Wychwood School
Wydliffe College (incl Prep)
Wycombe Abbey
Wymondham College
Yehudi Menuhin School

EUROPE

A+ World Academy, Switzerland
Aiglon College, Switzerland
American Collegiate Institute, Turkey
Berlin Brandenburg International School, Germany
Brillantmont International School, Switzerland
Cabella International Sahaja School, Italy
Château de Sauveterre, France
Clongowes Wood College, Ireland
College Alpin Beau Soleil, Switzerland
College Champittet, Switzerland
College du Lemman 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
Kilkenny College, Ireland
King's College, The British School of Madrid, Spain
La Garenne, Switzerland, Switzerland
Laude Lady Elizabeth, Spain
Leysin American School, Switzerland
Lundsbergs Skola, Sweden
Lyceum Alpinum Zuoz, Switzerland
Midleton College, Ireland
Open Gate Boarding School, Czech Republic
Rathdown School, Ireland
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
St John's International School, Belgium
Survai Montreux, Switzerland
The International School of Paphos, Cyprus
The Kings Hospital, Ireland
Villiers School, Ireland

Rookwood School
Rossall School
Royal Alexandra & Albert School
Royal High School Bath
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
Scarisbrick Hall School
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 Bees School
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 & Prep School, Hertfordshire
St Edmund's School, Canterbury
St Edward's Oxford
St Francis' College
St George's School for Girls, Edinburgh
St George's School, Ascot
St George's School, Harpenden
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
St Leonards School, Fife
St Margaret's School, Bushey
St Martin's Ampleforth
St Mary's Calne
St Mary's Music School
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)
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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 Bluecoat School Birmingham
The Chorister School
The Downs Malvern
The Duke of York's Royal Military School
The Elms School
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 LSST
The Purcell School for Young Musicians
The Read School
The Royal Ballet School
The Royal Grammar School, High Wycombe
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
The Wellington Academy
Thetford Grammar School
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
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West Hill Park School
Westbourne House School
Westbourne School
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What are you opening the door to this school year?

TRACY SHAND, AUTHOR OF BOARDINGOLOGY, INVITES YOU TO STEP IN AND BE WELL IN YOUR BOARDING WORLD.

A new school year is here. You have opened the door to a year of opportunities and experiences that are writing the next chapter of your personal and professional journey. You may be opening the door to boarding for the first time, a new country or a new job. Once the door is open, it is time for you to step inside and take action to move your wellbeing forward with my top three tips.

1 GET A BOX

No, I do not want you to make a box of tricks. You are going to make a wellness toolbox that can help you move forward day by day. What do you do that makes you feel better?

Now, place these things into a box and make a choice when you need it. In my box I have a book, photographs, some walking routes and a colouring book. How about you?

2 START A JOURNAL

Buy a book and create an alternative house log - yours.

At the end of each day, write down everything in this book. What happened?

How you feel? By doing this you release the tension of your day and it will help you sleep better.

3 CREATE AN HOUR TO BE A GENIUS!

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A woman with long dark hair, wearing a white long-sleeved blouse and dark navy blue pinstriped culottes, stands on a wooden post on a pebble beach. She is smiling and shielding her eyes from the sun with her right hand. A dark navy blue jacket is draped over her left arm. The background shows a vast pebble beach, green dunes, and a clear blue sky with some clouds.

Amelia, Oundle School Collection.

Amelia wears the distinctive bespoke striped culottes of Oundle and a performance cotton fitted blouse. Worn with a navy four button polywool fitted jacket.

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