

BOARDING SCHOOL

THE MAGAZINE OF THE BOARDING SCHOOLS' ASSOCIATION

SPRING 2020



Reflection as an alternative to punishment - Richard Hegarty, Uppingham School

Learning to listen - Lisa Kerr, Gordonstoun

Crackpot or cracked pot? - Christopher Thurber, Philips Exeter Academy & Nick Fair, Westminster School

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Aileen Kane
Chief Operating Officer
Boarding Schools' Association

From the Editor

Political uncertainty, Brexit fatigue and an unclear future for immigration sums up the beginning of the 2019/20 academic year. As I write, the general election is a week away and while I can't predict the outcome, one thing I am certain of is the quality of care and support we in the boarding sector provide to our pupils.

Within this issue we hear about the rise in popularity of prep boarding at All Hallows School in James Callow's article 'Please have your boarding pass ready' on page 18. Richard Hegarty describes how having time to

develop relationships with pupils in boarding has enabled a new initiative at Uppingham where 'Reflection as an alternative to punishment' (page 40) has been successfully introduced.

In the first of their three-part series, Dr Christopher Thurber (Philips Exeter Academy) and Nick Fair (Westminster School) take a look at standardised testing, student mental health and the future of boarding in their article 'Crackpot of cracked pot?' on page 56.

Student wellbeing and good mental health remains a high priority. At Queen Anne's School in Berkshire Julia Harrington's 'Gratitude project' (page

26) and Steve Jandrell's Thrive@QE programme at Queen Ethelburga's in Yorkshire (page 54) demonstrate a clear commitment from the boarding sector to embed wellbeing into whole school life.

Whatever the political outcome, the boarding sector is diverse and continues to thrive.

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Boarding School Magazine

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Images courtesy of Cheltenham Ladies' College



Robin Fletcher
Chief Executive
Boarding Schools' Association

*Keeping calm, but with a **plan** too**

Change and uncertainty are just two of the boats bobbing around on the stormy seas of boarding at the moment.

Inside the change boat is a market which is seeing, sadly, some schools stopping their boarding (or worse, closing); some adding boarding for the first time; more weekly and flexi-boarders; more international students; more sixth form boarders; fewer junior boarders; foreign investors buying UK boarding schools...and large schools adding some smaller schools to their growing family of brands. Inside the uncertainty boat are familiar words like TPS, Brexit, business rates relief, VAT, charitable status, abolition of schools and seizing of assets.

Given the boat metaphor could be stretched a little to compare the situation to Dunkirk in 1940, it is tempting to issue some general advice along the lines of 'Keep calm and carry on boarding'.

But while that's good for morale it's not a very specific guide to the sort of things BSA members should be focusing on at this 'difficult' time. Put simply, when you are seemingly surrounded and have no real sense of how the future looks, the key words of the moment have to be 'strategy and plan'.

Governing bodies and leadership teams at all BSA schools of course have a strategy and plan. The key question however is whether they are fit for purpose given all the turbulence around us?

What for instance is the mission for your school? What is the growth plan? Where are you going to source additional revenues, or make sufficient savings, to fund pension increases, VAT or the end of rate relief?

Have you exhausted your UK market or is there still opportunity out there? What is your international

strategy both in terms of attracting more students from overseas or planting the flag or your brand in another country?

What is the condition of your boarding houses and do you have a funded plan to refurbish or rebuild? How good are your boarding staff and do you have enough 'supply' from your common room (or elsewhere) to ensure you still have people who are willing to teach, coach sport, run Houses, drive at weekends and generally work 90-100 hours a week without complaint?

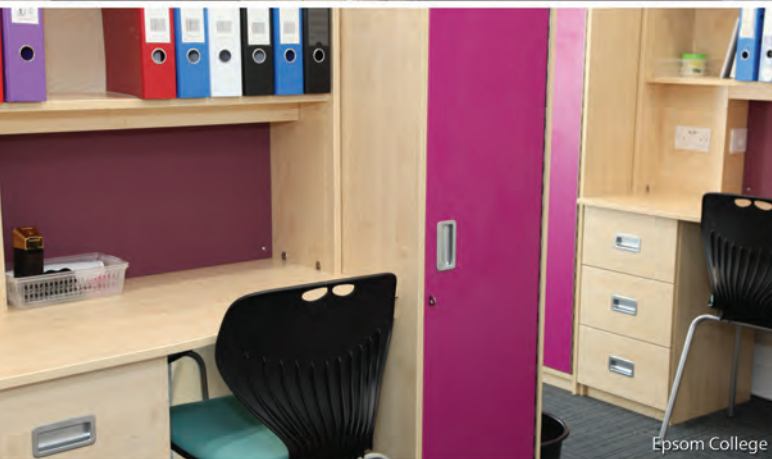
The seven questions above are of course just a selection of the many schools ask or should be asking themselves at this time. And if your school has not got a properly thought-out answer to each of them, and others, then it's definitely time to go back to the strategy and plan. They are perhaps the two oars of the boarding boat that might just help you reach your chosen shore.



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Mark Lauder

*2020 Chair, Boarding Schools' Association
Headmaster, Strathallan School*

Diversity in boarding

There are countless ways to describe boarding schools, some positive, some negative. For me one of the best descriptors is 'diversity' as it distils the essence of boarding into a single word (and like all proud sons of Scotland, I always support the distiller's craft!).

Boarding diversity comes in many forms, not least in the sheer variety of schools from which families can choose. Whatever school type a family might wish their son or daughter to experience, the boarding sector has the answer, whether that's large, small, urban, rural, single sex, co-ed, junior or senior.

The real diversity in my experience however shines through what schools offer and the mix of boarders attending the UK's 500+ boarding schools. Many boarding schools are genuine 'all-round' providers offering a breadth and depth to students that spans broad academic opportunities

and a vast range of co-curricular activities.

Alongside these schools there are also 'specialists' such as choir schools, dance schools, sports schools or those who specialise in helping students who need extra support with their work. And while many boarding schools are the 'famous names' known the world over, many smaller, specialist schools may be less familiar but no less excellent in their own right.

Student diversity is the other stand-out feature of today's boarding school. Most schools are today co-educational (though there are still plenty of single sex schools too), meaning their student body is more gender diverse than ever.

They also welcome students from dozens of countries around the world (there is increasing demand for UK boarding schools from overseas parents) creating student

communities that are richer, more vibrant and collaborative. Such diversity in the student mix is also an amazing opportunity for boarders to make deep, lasting friendships for life, not just with roommates from different parts of the UK but with those who live in far-flung corners of the world. In today's demand-driven global society, that's a priceless bi-product of boarding.

As a historian, I am aware that my own school in Scotland (founded 1913) is a mere youngster in boarding terms, as some UK schools date back as far 597AD! To be part of a sector that has served families and students for 1,500 years is impressive to say the least, especially as so many of those schools now combine their history and heritage with a modern commitment to diversity. That's a combination that's truly hard to match.



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A LOOK AT THE LATEST

THIS TERM'S MUST-READ BOOKS

Katie Bareham, Director of Doorstep Library Charity picks her top books for boarders to read this term.

The Girl Who Walked on Air
by Emma Carroll

Listen Up
by Roman Kemp

Attack of the Demon Dinner Ladies
by Pamela Butchart

His Dark Materials Trilogy
by Phillip Pullman

Ghost
by Jason Reynolds

High Rise Mystery
by Sharna Jackson

Wonder
by R.J. Palacio

About Doorstep Library

Doorstep Library is a charity which brings the magic of reading directly into the homes of families living in disadvantaged areas of London.

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Redwood Collections is delighted to introduce ParentCheck+

In light of the government's focus on money laundering, this new service provides independent schools with a robust customer due diligence solution.

The National Crime Agency (NCA) has directly mentioned independent schools as being at risk in its guidance: 'Independent schools have a responsibility to carry out customer due diligence and, if they are suspicious, to file a report'.

Current Secretary of State for Defence, Ben Wallace MP, has also stated: "We need to go after the people who have not played their part. So the purveyors of luxury goods, the public schools ... who don't ask many questions if suspicious people come along".

Effective due diligence

ParentCheck+ enables effective batch screening of your customers, checking against hundreds of worldwide sanctions lists and media sources, in order to check for the following:

Politically exposed persons (PEPs):	Sanctions:	Money laundering links:
ParentCheck+ references a list of more than 1.4 million PEPs, as well as their family members and associates, to identify high-profile individuals.	The most important international sanction lists (European Union, United Nations, FBI etc.) will be searched to ensure that the school is not forbidden from doing business with the parents.	Individuals with money laundering links should be of serious concern to schools. ParentCheck+ can reveal such offenders and protect the school from prosecution.

You will receive a report highlighting any possible matches between your customers and adverse information as above. If concerned by any of the results, you can consult the NCA and decide if you need to make a suspicious activity report (SAR). More information on the SAR scheme can be found on the NCA's website

W www.nationalcrimeagency.gov.uk/the-sars-regime

The report information could also help save schools from extremely bad publicity.

How it works

Once signed up to the service, you may submit a list of your current or prospective customers up to three times per year. We will process the lists and return to you any subjects with possible matches to adverse information.




As with our other services, ParentCheck+ is a managed service. We will do the work for you; there is no need to create an account or self-serve.

You need not disclose full information. First name and last name are the minimum requirements but, if they are available, date of birth and nationality will greatly reduce false positives. ParentCheck+ uses a low match threshold by design, meaning that records that may match to a subject referred to us will be included in the screening results for thoroughness.

Compliance

The introduction of the GDPR has placed data protection under the spotlight more than ever. When using ParentCheck+, schools can rest assured that they are dealing with a company that is correctly registered with the ICO as data controllers.

We have measures in place with our data sources to ensure that they too are compliant with the requirements of the GDPR.

No 'footprint' is left on any subject's credit file as ParentCheck+ is not a credit-checking service and no permission is required from your customers as you have a lawful basis for processing the data in such a manner under reasons c) and f) of article 6 of the GDPR. 

For more information on ParentCheck+, schools are invited to contact our business development manager,

Michael Rogers, on:

T 020 8288 3527

W www.parentcheck.co.uk

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, UK
- Bristol International College, UK
- Dulwich College Yangon, Myanmar
- Fairview International School, Bridge of Allan, UK
- Nilai International School, Malaysia
- Sainik Awsiya Mahavidyalaya, Nepal
- St Mary's School, Melrose, UK
- The Banda School, Kenya
- The National Mathematics and Science College, UK
- Brummana High School, Lebanon
- Yew Chung International School of Qingdao, 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:

- Eastbourne College, UK
- Exeter Cathedral School, UK
- Padworth College, UK.

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 *January 2020*



ACS International School, Cobham

ACS International School Cobham has appointed Barnaby Sandow as Head of School from the start of the academic year 2019. Barnaby has spent the last five years in south-east Asia as Principal at Jerudong International School in Brunei, and previous to that has many years' experience as Deputy Principal and Academic Director. He began his career as a science teacher at Abingdon School and later, as Head of Department at Stowe School.



Ampleforth College

Ampleforth College and the trustees of the St. Laurence Education Trust announced the appointment of Robin Dyer as Head, effective September 2019. Robin joined from Wellington College where he was Second Master and Operational Head. He brings three decades of strategic and operational independent boarding school leadership expertise to the role.



Ashdowne House School

Moving from a Headship in Monmouth, Hilary Phillips is the new Head of Ashdowne House Prep. An Exeter languages graduate, she has worked in Portugal, London and Surrey. A former member of the England Skateboard team and a circus performer in France, she will be introducing some new initiatives to the co-curricular offering at the school.



Clayesmore Prep School

Jonathon Anderson will be taking over the role of Head of Prep at Clayesmore School from January 2020. Educated at Glenalmond College, he has a degree in Business Economics (Exeter). Jonathon started teaching at Swanbourne House, Year 4, Maths, coaching sport, running rugby tours and ski trips. He was Head of Maths at Exeter Junior School then Westbourne House (Boarding House, Director of Studies and Deputy Head).



Dollar Academy

Dollar Academy is delighted to announce the appointment of Ian Munro as Rector. Ian previously held leadership positions at George Heriot's (his alma mater), Gordonstoun and Shiplake College. He became the youngest serving Head of an HMC school when he was appointed by Kelvinside Academy, where he gained a reputation for innovation and imaginative educational development.



Epsom College Malaysia

Dr Murray Tod started his teaching career at Glenalmond and Rannoch in the UK, before moving to Epsom College (UK) in 2002. In 2017 he joined Epsom College (Malaysia) as Deputy Head and took on the Headship of the College in August 2019. A committed boarding schoolmaster, Dr Tod is a fervent believer in the qualities of an Epsom education.



Framlingham College

Louise North joins Framlingham College as Principal and Head of the Senior School. Louise began her career at St Peter's, York, as a teacher of French and Spanish. Having run a Day House there, she spent nine years as a boarding housemistress, first at Glenalmond College, Perthshire and then at Marlborough College, Wiltshire. She moved to Stonyhurst College as Head of Upper School and then to Oakham School as Senior Deputy Head.



Glenalmond College

Dr Michael Alderson will become the 20th Warden of Glenalmond College from April 2020. Currently Deputy Head, he has taught Modern Languages at Durham School since 2003, where he was a head of department as well as a boarding housemaster.



Gordonstoun Jr School

Josh Holtby takes up the reins at the Gordonstoun Junior School after a career that has seen him teach in Uruguay, the USA, England, Switzerland and Italy. Josh has taught both juniors and seniors and has worked in state systems and private education. He has worked in IB schools as well as traditional UK private schools and will bring this considerable experience to bear in continuing the strong traditions established by Robert McVean over the years since Aberlour House became part of Gordonstoun and moved onto the Duffus campus.



Langley School

Jon Perriss has been appointed as the new Headmaster of Langley School. He was Senior Deputy Head at Christ's Hospital and took up his post in September 2019. His career started at Wanganui Collegiate School, New Zealand; other roles have included Housemaster at Tonbridge and Geography teacher at Norwich School.



Leweston School

John Paget-Tomlinson has joined Leweston School, Sherborne, as Head of the Senior School. John joins from Portsmouth High School where he was Deputy Head (Academic). He holds a BA in History and Philosophy from the University of Reading, an MA in War Studies from King's College London, an MSc in Education Leadership & Management from the University of Portsmouth and a PGCE from the University of Chichester.



Moreton Hall School

Moreton Hall School is pleased to introduce George Budd as Head. He joins Moreton Hall from Godolphin School in Salisbury where he was Deputy Head Academic. George was educated at Hampton School and Durham University before embarking on a teaching career at Lady Eleanor Holles School as a Geography Teacher and later Assistant Senior Teacher. In 2010, George moved to Sir William Perkins's School as Head of Geography and then Head of Sixth Form before joining Godolphin School.

Heads on the move **January 2020**



Myddleton College

Andrew Allman has been announced as the new headmaster at Myddleton College. After Shrewsbury School he gained a BA in Theology and an M Ed as well as teaching qualifications at Durham University. He joined Barnard Castle for 15 years, where he was a Boarding Housemaster and Head of Religious Studies and Psychology. Andrew joined Myddleton College in 2017 as the Director of Learning.



Prem Tinsulanonda International School

Prem Tinsulanonda International School is pleased to announce the arrival of new Head, Rachel Keys. Rachel began her career at Brentwood School in Essex, teaching English and Drama (amongst their more notable alumna and amongst Rachel's first cohort was Frank Lampard, former England footballer). Rachel then branched into international education at International School of Hamburg.



Royal High School Bath

The Royal High School Bath has appointed Kate Reynolds as Head. Kate moves from Leweston, a diamond model school, where she has been Head since 2015 and was previously Head of International Students whilst teaching English and Drama – before that, she taught at Sherborne and Gillingham School. Kate has a commercial background, having practised Law in London and Somerset before moving into teaching.



Shebbear College

Caroline Kirby is the new head at Shebbear College. She holds a BSc First Class Honours degree from the University of Bristol and a Post Graduate Certificate in education from the University of Bath. She comes to Shebbear College after holding the post of Deputy Head at Le Régent Crans Montana College in Switzerland, a co-educational day and boarding school for 3-18 year olds.



Shiplake College

Educated in Northern Ireland, Tyrone Howe holds Master's degrees from both St Andrew's University and Oxford University. He started his teaching career at Marlborough College but left to become a professional rugby player going on to represent Ulster, Ireland, the British and Irish Lions and Barbarians. Following his retirement from rugby Mr Howe spent five years in industry before returning to education joining Uppingham School in 2011 before taking up the post of Headmaster at Shiplake College in September 2019.



St Lawrence College

The Governing Body of St Lawrence College has appointed Barney Durrant to replace Antony Spencer as Head, with effect from April 2020. Barney is currently Principal Deputy Head at Harrow International School Hong Kong, where he has served for seven years. He recently completed a Masters in Educational Leadership and Management and is also a very talented sportsman; holding an Athletics Blue from Cambridge and both playing and coaching Rugby to a high level.



St Margaret's School, Bushey

St Margaret's, has announced the appointment of Lara Péchard as its new Headteacher following the departure of Rose Hardy at the end of last academic year. Lara will assume the role of head teacher in January 2020, alongside the start of the school's staggered transition towards becoming fully co-ed. As new head, Lara is looking forward to joining the local community in Bushey and to leading the exciting and progressive direction of the school.



Stonar School

Matthew Way took up post as the new Headmaster of Stonar School, September 2019, having moved from Milton Abbey where he was Deputy Head. His career has included Kelly College in Devon, where he was a History teacher, Housemaster, Head of Hockey, Stowe School where Matthew was Senior Housemaster and Head of Boarding, as well as a teacher of History and Politics and a hockey and cricket coach.



Tettenhall College

Christopher McAllister takes up his post as Head of Tettenhall College in January 2020. Chris has enjoyed a successful career as a Teacher of English and Philosophy culminating in his appointment as Head of Philosophy at Cheadle Hulme School. He joins Tettenhall College from Mount St Mary's College, where he is currently Deputy Head.



West Hill Park School

West Hill Park School is delighted to announce the appointment of Chris Ward as Head. Chris was previously Headmaster of St. Hugh's, Woodhall Spa in Lincolnshire. Previous to headship, Chris started his teaching career in the state sector before moving to St. John's on-the-Hill, Chepstow as Director of Music and then to Ranby House School in Nottinghamshire as Deputy Head. Chris is a serving inspector with ISI.



*Please have
your Boarding
Pass ready!*



James Callow
Deputy Head (pastoral)
All Hallows School

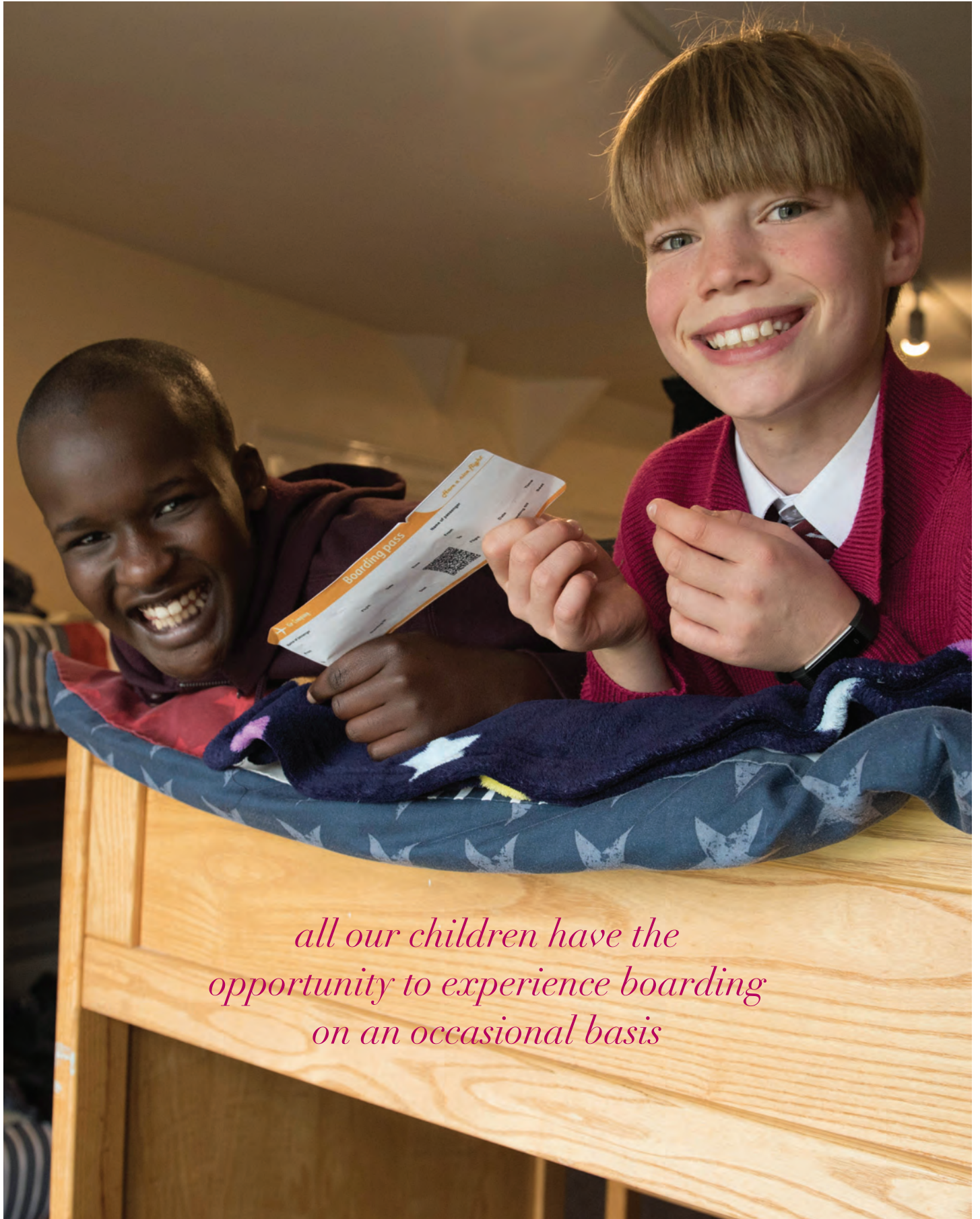
Boarding offers so much to our children's development and here at All Hallows we felt it mean not to share it with as many of our school community as possible.

Spending time away from home gives a child the opportunity to gain independence and to bolster their confidence, much as they do when they first start at school. Attitudes towards boarding full time have shifted and we recognise many families who would traditionally have considered boarding in the past may not be doing so now. This may be through a desire to keep their children at home as long as possible, enjoying family time, or perhaps as a consequence of the rise in the cost of boarding. At the same, we have seen a significant increase in the popularity of flexi-boarding with children spending one, two or three nights a week at school.

At All Hallows we are keen to ensure all our children have the opportunity to experience boarding on an occasional basis – hence the introduction of our 'Boarding Pass' – a free ticket to boarding.

The concept started as a fledging idea after returning from summer holidays spent at numerous airports. Whilst looking at my easyJet boarding pass, the idea just popped into my head! It seemed like a good play on words and a catchy way to further our aims for boarding as part our school community. The idea has really caught on and the children love to give out and receive boarding passes. Having something physical to hand out really does feel as though you are giving or receiving something positive.

Initially, all of our boarders were given a boarding pass they could give to a friend of their choice. The first benefit of this proved to be helping our new boarders to settle. It provided great ways to start and develop new friendships and initiate two-way relationships between our boarders and our local children. We want our boarders to receive invitations out to their friends as much as we would like our boarders to welcome their friends into their home for the night. After all, 'home' is how we like our boarders to feel about their boarding house.



*all our children have the
opportunity to experience boarding
on an occasional basis*



As the idea has proved so popular, we have continued to use them in several ways. To help children gain experience in the boarding house, as rewards for positive behaviour, to support families and to further support settlement and develop friendships and as an ongoing way of ensuring all our pupils feel wrapped up and part of one thriving and vibrant community regardless of the label of day or boarding pupil.

The gap between the boarding and day communities at All Hallows has always been negligible with day pupils arriving early, staying after school for activities and prep, and sometimes staying for supper and the night. Now we can ensure all pupils from Year 3 to Year 8 have an opportunity to experience life in the boarding house and join in the fun.

We are now considering developing the concept to include weekend passes to allow our boarders to invite friends in for the weekend and to give more children the opportunity to prepare for weekends away at senior school. Many parents crave a flexible and fresh approach to prep school life in modern times and we really hope to reflect this in all that we do.





*Boarding schools offer
unrivalled opportunities
for learning.*



Vicky Clayton

*Head of Learning Development
and Teacher of Drama
Sherborne School*

State and independent schools understand that a good education is a powerful tool and all educators need to encourage a passion for learning. We all undertake to join the dots together to give our pupils the best chance but if all schools are ultimately striving for the same outcome, does a full boarding school environment have the edge?

Boarding schools have time to prepare a young mind, academically and pastorally. Longer days and weekends provide the opportunity for a whole host of extra experiences and support, leading to a well-rounded individual.

Encouragement and facilitation begins in the House environment. At Sherborne the first wave of support comes from the House Team led by the Housemaster. Tutors have time with their tutees discussing academic progress and pastoral concerns, each week. This regular contact and rounded view of each boy builds a strong relationship to ensure all pupils are motivated and engaged.

Matrons play an integral part within boarding schools. Any misconceptions by Sherborne boys that matrons will tidy their rooms are quickly dispelled and self-sufficiency, an important life-



skill, is developed! Our matrons are held close to the hearts of the boys and it is a very special relationship where these key stalwarts of the School have the medical, emotional and organisational needs of the boys at the forefront of their minds.

Academic progress is important. The nature of full boarding brings a longer school day and departments are open beyond the working day. Boys can access support but there are also opportunities for enrichment with boarding schools offering an unrivalled range of co-curricular clubs supplementing the more traditional activities. Maybe full boarding offers 'an educational experience with no limits'.

The most recent example at Sherborne is a Calligraphy club run by new Head

of Computer Science Dr Wild alongside some popular long-standing clubs including Fives, Fly Fishing, Sailing and Debating! Boys also enjoy a close relationship with Sherborne Girls with whom joint activities, subjects and social opportunities are well-established.

Boarding schools offer the chance to separate home life in the boarding house from study time. Our newly refurbished School Library offers a wonderful setting and with notable alumni including Alan Turing, Hugh Bonneville, Chris Martin and Jeremy Irons there is a distinct sense of purpose at the School. The friendly team of library staff is on hand to help with research and study skills and boys(and staff) are often found having a little bit of quiet time. Integral values at Sherborne encourage boys to be



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>>>

respectful, confident, passionate, independent and curious, while PSHE and School Assemblies promote a culture of kindness and compassion. Mentors, predominately Sixth Form, offer an alternative listening service or extra academic support. This in turn strengthens the community in House and takes the 'Sherborne Spirit' into life beyond the School.

So do boarding schools have the edge over their day counterparts? Well, all schools work incredibly hard to support their pupils academically and pastorally, teachers are passionate about their subjects and institutions aspire to prepare pupils effectively for 'the world beyond'.

We believe full boarding at Sherborne works, providing an outstanding educational experience for our boys. And we hope that when boys leave Sherborne, they go into the world with a determination to do something remarkable with their lives... and most of them do just that! It's not always plain sailing, but our community has time on its side which is the benefit of full boarding.

And we hope that when boys leave Sherborne, they go into the world with a determination to do something remarkable with their lives... and most of them do just that!



Images courtesy of Sherborne School



Gratitude project



In November last year, as a part of our BrainCanDo programme, we ran a month-long intervention project to explore the impact of gratitude wellbeing and community cohesion. It went so well that we are having another Nice November month this year!

So what is it about being grateful, or even just wondering what you might be grateful for, that's good for you? Research by a team of psychologists at The University of California in 2003 revealed that the act of practising daily gratitude led to improved attention, enthusiasm, sleep, and energy. Being thankful has also been linked to decreases in anxiety and depression. If we look at what's happening in the brain during gratitude this can explain why expressing thanks can lead to such a wide range of positive behavioural benefits. When people are asked to summon feelings of gratitude we find greater activation in areas of the brain associated with dopamine, our 'feel good' chemical. When we practise thankfulness the brain is actually rewarded with this chemical that makes us feel good.



Julia Harrington
Headmistress
Queen Anne's School

>>> So at Queen Anne's we wanted to know specifically: *Does giving thanks and being grateful improve individual wellbeing and social connectedness in school?*

Every member of the school was given a Gratitude Journal and encouraged to use this daily to reflect upon their day, consider whom they would like to thank and what they are most grateful for. The journals contained a 'quote for the day' to help them reflect.

At the beginning of each new day, whilst waiting for registration, pupils were also encouraged to complete a 'thank you' postcard. These were anonymous and simply encouraged pupils to name those things they were most thankful for. Emphasis was repeatedly on the quality not quantity of thank you cards written and all pupils were encouraged to complete this task alone. Thank you cards were not given to the recipients but simply posted in one of the postboxes displayed around the school. This year, this is very much a house-based activity as we have found that as a boarding community in particular, there are great benefits to the students and the house community.

Last year, individual thank you cards were displayed on various noticeboards and a 'tree of thanks' built. This year, the boarding houses are building their own 'trees of thanks' which are positioned in the main entrance area to focus students and staff on recognising the things we can be grateful for. Interestingly, the pupils in the boarding houses are showing particular gratitude to the cleaners and the house staff who do much to keep the houses running smoothly, as well as to the pastoral staff and each other.

One of the ways we sought to measure the impact of this month in the original survey was by asking all pupils and staff in the school to complete two short surveys at the start and end of the month.

Pupils in the boarding houses are showing particular gratitude to the cleaners and the house staff who do much to keep the houses running smoothly; as well as to the pastoral staff and each other.





In the surveys we included three scales that measured the overall sense of gratitude shown, feeling of satisfaction with life and feeling of connectedness within the school community.

The 'tree of thanks' blossomed and was filled with the expressions of gratitude from those within the school community. We received a lot of spontaneous feedback from staff and pupils who expressed how worthwhile they found the project and how much they valued placing such an emphasis on the value of thankfulness and gratitude.

This year's project is not for research. We are doing it just because it feels good to be grateful, it helps us all and builds a boarding community. There aren't many things in life so rewarding but also so easy to do! I'm certainly very grateful for our gratitude project!

Learning to listen at Gordonstoun

A lesson for the leaders of tomorrow



Lisa Kerr
Principal
Gordonstoun

Regardless of your view of Brexit, the debate around it has all too often been characterised by bad-tempered and divisive exchanges.

The aggressive, confrontational positions adopted by political leaders has led to voters becoming disillusioned and disengaged with the political system.

It's an approach that's also contrary to the ethos at Gordonstoun, which was founded by Kurt Hahn, a Jew who fled Germany under persecution from the Nazis, and I believe it serves as a poor example to our young people of how to influence and engage.

Like many people, I have been appalled by the increasingly abusive tone surrounding the Brexit debate and I'm convinced of the need to teach the leaders of tomorrow that empathy and understanding are the keys to find solutions with which everyone can feel settled. It is fine to disagree but there are better ways to express your opinion which will help all parties to reach a successful resolution. At Gordonstoun we have always welcomed students from diverse backgrounds and we strongly believe it's possible for people with different perspectives to reach a common understanding.

*It is not about winning an argument but
about understanding your opponent's
point of view so you can reach the best
outcome for all.*



The Gordonstoun Dialogue Society, set up five years ago, is an antidote to the hostile nature of political debate we are witnessing around the world. It equips our students with the skills to understand better the positions of others and to broker areas of agreement.

Dialogue is a structured form of communication that helps us address the complex problems and diverse issues we face in today's society. Unlike debate, where the goal is to convince others of your position, dialogue focuses on listening and a willingness to re-evaluate our own views.

Recent political turmoil has prompted us to want to share our dialogue expertise, and we recently hosted a Dialogue Symposium 'Learning to Listen' at Gordonstoun at which pupils from many backgrounds around the UK came together to learn how to resolve conflict. The symposium

helped students develop their listening and understanding skills in order to negotiate better outcomes.

Our skilled facilitators helped participants to explore issues more deeply and get below the surface positions to examine the values, needs and experiences that underpin them. Pupils were urged not to follow the example set by politicians during Brexit but to build the key skills of active listening, empathy, intelligent questions, drawing on personal experience and self-awareness.

The three-day 'Learning to Listen' event was led by Gordonstoun teacher James Smith who has a Master's degree in Peace and Conflict and was part of the UN peacekeeping mission to Haiti and assisted by other specially trained teachers.

Mr Smith emphasised to the students the art of dialogue is very different to the art of debate.

It is not about winning an argument but about understanding your opponent's point of view so you can reach the best outcome for all. This requires listening and empathy, essential skills which will help these students throughout their lives, whether or not they choose to become the politicians of the future.

Although we have been teaching dialogue to our own students for several years now we were keen to share the practice more widely and were delighted that schools from across the country joined us, evidence that there is growing demand for a different and refreshing approach. Several independent and maintained schools from England, Scotland and Wales attended the event and each one was asked to nominate two Sixth Formers and a teacher.

Sixteen-year-old Rachel Thomson from Govan High School was one of the many students who spoke eloquently at the symposium. She said the event provided her with valuable life skills which will help her in the world of business when it comes to discussion and negotiations.


Gordonstoun can't change the nature of the Brexit debate but through our 'Learning To Listen' dialogue we can help shape the leaders of the future.

Spirit, vigour and the need to be compliant



Marina Gardiner Legge
Headmistress
Heathfield

Marina Gardiner Legge, Headmistress at Heathfield, shares her thoughts on 'thinking outside the box' when it comes to developing character.



When we think of learning in school we might well imagine pupils sitting at desks in rows, listening to a teacher. The notion of 'compliance' is fundamental to our whole education system: pupils need to know and follow the rules, and teachers must be respected to promote a harmonious environment. In boarding schools, the need for compliance extends well beyond teaching hours, into evening meal times, free time and bedtime.

However, I believe here lies a dichotomy: we want students to be compliant yet we also want to encourage spirit, vigour and independent thinking. These are hugely valuable character traits, for everyone but especially for women, to carry into life beyond school. Success may depend on being able to query judgments made by people in more senior positions, actively engage with conflict, negotiate pay rises, and stand up for their rights. Can we cultivate spirit without relinquishing compliance?

Let's first question our own understanding of compliance. While young people need to know the customs and mores of social interaction, we must also encourage a sense of self-belief so they know how and when to express disagreement and stand up for themselves and others.

Great schools, not just *good* ones, give pupils the emotional space to feel comfortable expressing their opinions – and here at Heathfield it's in our DNA. As a small boarding school, Heathfield has a nurturing environment where staff and pupils all know each other exceptionally well. Watching teachers in jeans and a jumper at the weekend also means pupils see a different side to them and makes them far more approachable.

Being away from home fosters independence and strength of mind – the onus is on the girls to express their needs, their likes and dislikes, and teamwork is crucial. There is no room for facades, and girls grow in confidence when they know they are appreciated for who they are and that their voices are being listened to.



I encounter a rich tapestry of personalities among our pupils. As a boarding school we have a strong focus on character education – we want girls who are going to contribute positively to school life and our local community. Students who may appear less compliant – or have a ‘disruptive streak’ – need a more creative approach to bring out their potential. It’s essential to create a safe space where students feel confident and trust staff. Then we must harness their spirit and channel it positively – get them to lead the class, give them a platform to voice their opinions. Dedicate the time needed to unravel concerns – sit down with the student, ask them to write down their feelings, talk through their ideas, encourage them to consider the ramifications of their actions. In our fast-paced lives, time can be in short supply – we are fortunate at Heathfield to have 24/7 pastoral care, allowing us to devote the time that’s needed to maximise every girl’s potential.

As educators we must find innovative ways to show students their voices matter – this is key to promoting empowerment. At Heathfield, our speaker programme invites ordinary women doing extraordinary things to share their experiences with our girls – their confidence in asking questions has soared. Our pupils have many opportunities to make decisions and influence school life – for example the school council is run entirely by pupils, with no staff present. So girls recognise their peers’ character strengths by awarding each other ‘Angel’ badges – an all-pupil initiative. Events like *Question Time* also give girls a forum to express opinions on controversial issues, and weekend outings such as obstacle courses are a great way to



Great schools, not just good ones, give pupils the emotional space to feel comfortable expressing their opinions

allow character and vigour to shine. Compliance will always be an important element of school education. But possessing spirit and knowing how to ‘disagree well’ will serve pupils well in all aspects of their lives, far beyond school. To master this skill, we must learn to listen well, engage and consider other viewpoints, test our hypothesis, temper our emotions, and finally, respond *based only on the argument*. And remember that every individual has the right to ‘agree to disagree’.



Lockdown in Independent Schools

Is enough being done to prepare UK Independent Schools?

When free security advice was offered by exhibitor *Anchor Sound & Security* at the BSA Annual Conference for Heads 2019, the response was overwhelming. The number of headteachers who welcomed a review of their lockdown security was very marked. We were able to help identify key areas of improvement for security for example, at one school it was an accepted fact that a member of the public had entered its classrooms unchallenged from a nearby public footpath. However, on visiting participating schools, institutionalised inertia was often discernible at premises management level.

Valiant attempts by Heads had been made to keep up with the times, but their suggested schemes for door access control systems and vehicle barriers had been delayed by estates committees because of the worry that they would run counter to a traditional culture of openness. **Do such schools need to take another look at realignment of their culture to foster one which puts safety first?**



Anthony Baxter
Founder of Lifebell,
a lockdown specialist provider
to BSA Schools



The Changing Security Landscape

Educational institutions have been increasingly the target of homicidal attack, yet how much extra guidance is available to UK schools regarding how to develop an effective critical incident defence?

Official advice issued by NaCTSO in the past recommends RUN-HIDE-TELL as a memorable watchword, and the basis for a CI strategy:

RUN: to get right out of the way of the threat, don't confront an attacker who has a predetermined plan to kill.

HIDE: adopt a hidden, silent and motionless position until the danger has passed.

TELL: make sure responsible persons on site and emergency services have been told what you know.

In this article Anthony Baxter address the possibilities for faster and wider lockdown alerting, and tries to clear up some FAQ's he has heard working in BSA schools.

What is Lockdown?

Where persons cannot run away from danger, Lockdown is widely recognised as the best way to minimise exposure to indiscriminate attack. Lockdown aims to remove persons as visible targets, through a process of invacuation (opposite to evacuation), securing the site perimeter and preventing the typical movement of persons to muster points.

Dynamic Lockdown is the same in principle, but the defence drill is applied in a managed way, rather than a single command across the whole premises until the siege is lifted. For example, it allows escalation of a critical incident alert from “suspected” to “confirmed”, or the ability to give the all-clear to particular zones whilst keeping another area in lockdown. This requires close teamwork and adequate communication systems across a whole site to be achievable.

Although the official guidance suggests you ‘hide’ until the danger has passed and then ‘tell’ authorities what you know, would the ability to tell responsible staff as early as possible in an attack make the lockdown more effective? Good communication systems coupled with a site-wide PA system can also prove a valuable tool against critical incident getting out of control through panic.

Do our critical incident policies give clear direction?



Lifebell

PERVIGILANT INOPINATUM

LifeBell uses IP technologies in public address, CCTV and door access control to achieve a low cost and non-invasive installation of equipment suitable ideal for sensitive and historic buildings.



What are forward thinking schools doing?

Some UK schools are installing low cost products that improve the implementation of their CI plan, cutting school lockdown response time from several minutes to a few seconds.

LifeBell is a state-of-the-art combination of ultra-simple IP protocol systems for security in critical incidents. It aims at prevention, alerting, communication and control.

Open doors existing where buildings flank public footpaths can be dealt with by securing doors to all except validated persons. Access control systems are able to secure the classrooms. Some situations are harder to solve. In some schools, the ancient traditions of the school being an integral part of the town and the presence of staff residencies has led to the belief that a basic deterrent such as CCTV was inappropriate.

The only lockdown alert procedure in place at one establishment was for someone to physically run to the school office – across acres of school grounds – to alert the office to send a text to staff that “we are in lockdown”. Teaching staff may or may not have their phones switched on, and if on, may not be audible or looked at during a lesson. This meant that students were actually hearing of a lockdown on social media before being told by their supervisors – a situation in which staff could very easily lose the initiative.

DO SOMETHING NOW

Organisations increasingly need to be able to overcome objections from the status quo and demonstrate to prospective parents that they have taken adequate steps to prepare for an unexpected attack. A refusal to address the present-day security responsibilities towards students amounts to a head-in-the-sand strategy. Anchor believe that a better example can be followed from the goose rather than the ostrich!



Lifebell's ultra-simple system is powered over school's existing data network

The **LifeBell** motto *Pervigilant Inopinatum* (keep a constant watch for the unexpected) was inspired by the ancient legend of Juno's Geese who effectively raised an alarm in time to save the occupants of Rome's Capitol Hill from massacre. **Read the full story at www.lifebell.co.uk**



How easily can it be achieved?

The message is simple: installing a communications system is not only an essential precaution, but it is eminently easy and economical to achieve with current day technology which distribute power to electronic safety devices from schools' own data points. By using this power over ethernet (POE) technology, all bell sounders, PA speakers and magnetic door locks are all powered via the schools existing data network via a POE switch at the comms rack. It really couldn't be simpler.

The increased speed of response achieved through a practised lockdown drill, aided by split second communication systems, IP public address and access control triggers, could save lives. **Lifebell** hopes to raise awareness of the benefits that technology can bring to school security before further incidents occur.

Lifebell offers a simple, one-stop service for implementing lockdown through existing school data network, thus avoiding invasive cabling works, which is ideal for listed buildings.

“The beauty of Lifebell is that it uses something I have already. Like the geese in Rome, it also has everyday benefits: we now play music through the Lifebell PA system at lesson change instead of using the old buzzers”

VISIT:

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CHECKLIST: What to look for when choosing a lockdown system

Distinctive Sounders – any bell or voice warning needs to be instantly distinguishable from any other alarm (e.g. a fire bell, which demands evacuation, the exact opposite to lockdown).

Comprehensive Coverage – the alert must be able to be heard across the whole school site, taking into account that future building projects may require an extension to the system. This doesn't mean to say that some zones couldn't be programmed to receive a delayed or modified alert if needed – e.g. boarding houses.

Emergency Buttons – emergency lockdown buttons should be located throughout the buildings, not all in one place. The alert system should allow anyone to raise the alarm, with clear and enforceable policies against its misuse.

Administrator Contact – Placing a member of admin staff in a direct two-way call with the user of the emergency button allows assessment of the facts of a situation early and avoids rumours.

Voice Commands – A customisable Public Address (PA) function is used for instructions, reassurance and control of personnel in lockdown.

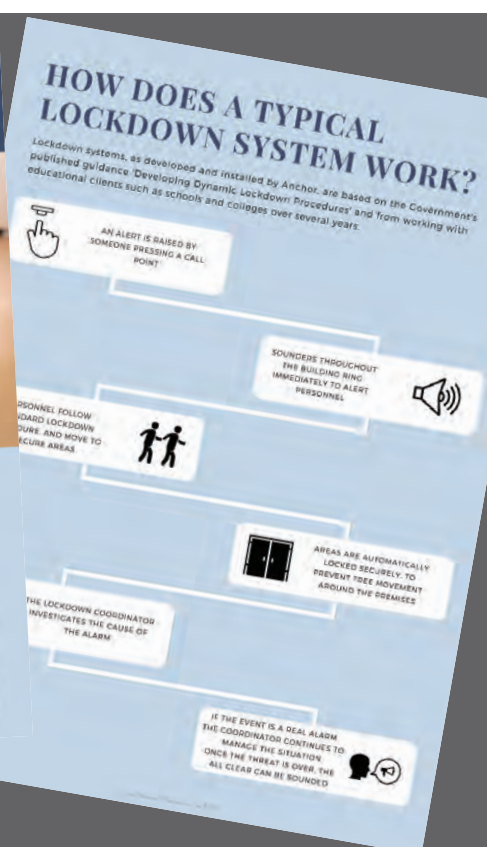
System Integration – single button triggers to other systems such as automatic door / gate locking, activation of security grilles / blinds, flashing beacons, CCTV surveillance settings.

All clear – A built-in ability for a planned sequence to follow for return to normality in an orderly way after the incident.

Clear Signage – The fact that a school has a strong anti-incident security system in place is a deterrent and should be displayed. Parents will welcome the extra protection provided.



Apply for
your **FREE**
Lockdown Guide




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BSA On Board

Term by term, engagement with the **ON BOARD** Community Action Programme is growing. One year since its launch in January 2019, **ON BOARD** now has over 20 dedicated partners demonstrating around the UK that boarding schools and their communities work hard to contribute to their local community and to charitable initiatives worldwide.

From termly beach litter-picking activities, Harvest season food bank collections to hosting afternoon tea for the elderly; boarders are demonstrating what a caring and considerate generation our schools are nurturing.

To become a **BSA ON BOARD** partner, BSA member schools and boarders must carry out some sort of community action or charitable endeavour at least once a term and then share this activity with the BSA, in particular using social media with **#BSAONBOARD**.



Duke of York's Royal Military School

Current student Felix, along with his father, a former student, and two other team members rowed from Rock to Cork across the Irish Sea: 194 nautical miles (223 land miles) in just three days and nights. The team embarked upon this challenge to raise money for Walking with the Wounded and The Dukies' Foundation.

A challenge for anyone, particularly given the conditions the group rowed in, Felix's pride in completing the challenge came less from his own achievement despite being a quadriplegic and more from the donations made while the group completed the challenge.



Taunton School

For the last year, Bethan Collier has been working as a rights advocate for Make Our Rights Reality, a national youth rights project movement for young people. Her campaign focus has been around mental health, and on International Human Rights Day, Taunton School supported Bethan with the launch of the national campaign 'Our Minds Our Future', led by young people fighting for improved access to mental health care for 16-25 year-olds. Bethan called upon the support of her peers and the power of social media, utilising hashtag **#MyRightsMyMind**.



Dover College

On Saturday 5th October Dover College organised their very own Beach Clean event. The community event took place in Deal and Walmer, just minutes away from the College with the aim of helping the environment and the immediate local area around the College.

The College group collected, bagged and recorded any litter or waste found on the beach, this was then returned to the College and recycled through our own system. The whole group showed terrific community spirit throughout the three-hour event and it was much appreciated by the local community.

The group of 80 included boarding and day pupils, boarding house staff, teaching staff, parents and siblings.

Reflection as an Alternative to Punishment

Since April 2018 we have adopted a policy of having no punishments in the house, the primary aim being to allow people to feel more confident in speaking out about unkindness in the house.




Richard Hegarty
Housemaster
Uppingham School

Learning from failure is very much en vogue at the moment: in education, the wider world... and certainly on social media. This is no bad thing and as teachers we understand that so much can be learned through failure and helpful feedback. In a boarding house this is particularly the case, where mistakes are made, things go wrong and teachers, tutors, matrons and housemasters have to help our pupils learn from these situations.

I think that if we punish our pupils for these mistakes then we undermine our educational work.

Imagine a situation where a pupil is rude to a tutor on a duty night and a housemaster spends some time with the pupil carefully discussing and listening to what has caused this flare up to happen. Then, at the end of what should have been a helpful conversation, the housemaster then institutes some form of punishment for the behaviour. I am quite sure the pupil will leave the room thinking only of the punishment, and disregard the helpful conversation that has preceded it.

As a housemaster in a full boarding environment I often find much of my day-to-day work is spent trying



to iron out low-level difficulties boys in my house experience. These can be problems between the boys in the house, acts of unkindness, rudeness or just a lack of civility. Equally these can be problems in the classroom or on the games field. All these low-level behavioural issues might not seem important but they are the focus of most of the daily pastoral care and form the foundations of good relationships between a housemaster, pupils, tutor, matrons and parents. If we can manage the minor pressures that boarding life can raise then we will be well equipped to deal with the significant problems that arise and we will have a trusting relationship with colleagues, pupils and parents that will allow us to be most effective.

I have not been a housemaster for long (three years) and to begin with I felt my role was to help the boys in my house and to solve all their concerns. I started to see myself as a housemaster/trouble-shooter, fixing any and every squabble and intervening to help. I was also conscious there was much that the boys kept from me, and they did not want to speak out about some more serious examples of unkindness that other people in the house might be experiencing. Understandably, they felt that by speaking out they would exaggerate the problem and compromise their friendships and on top of all of this, I think many people simply did not want to confront these difficulties and hoped bullying might just go away.

Since April 2018 we have adopted a policy of having no punishments in the

house, the primary aim being to allow people to feel more confident in speaking out about unkindness in the house. However, as with lots of pilot schemes, we quickly noticed many benefits other than those relating to unkindness. The tone of the house changed and immediately became lighter and easier. The boys seemed to be more reflective and mature. The tutors felt more relaxed on their duty nights and the boys felt they had a greater voice and more autonomy. For my part I strongly felt that to provide good pastoral care I should not be issuing punishments to boys for minor errors of judgement and laziness. How could I try to help a boy in the evening with a complex personal difficulty, when just that morning I had confiscated his phone for missing breakfast?

In practice a non-punitive approach is attempting to be restorative rather than retributive. Essentially for any mistake we why something happened and what can you do to make amends? Neither question is intended to have any judging quality, so we don't ask: why did you break the pool cue? These questions also coincide with the sort one might ask within a coaching context. So, if a boy misbehaves in house then we ask them to have a conversation, often with their Housemaster, to reflect on what they have done and to find a way to make things better. This will often involve taking responsibility for what has happened, apologising to people and explaining to parents that there might be an added item on the dreaded extras bill for a broken pool cue. Of course this can be a lengthy process >>>

>>>> and in some cases we might ask a pupil to do some form of written work to show that careful thought and reflection has occurred. When this is all done well it can have a powerful effect. People are much more willing to be honest and to come forward when things go wrong, because they know they will not be punished. The pupils also become mature, recognise the impact of their actions and they start to see they are addressing their problems rather than paying a punitive price. After all, isn't the role of a teacher to help pupils to be better equipped for life beyond school? I don't know very many businesses where people are punished. Instead when people make mistakes they try to find out what has gone wrong and how to make things better. When I first suggested this idea to the senior pupils in the house, they said that it would result in chaos – and indeed some of my colleagues thought as much. However, in many respects we have not removed punishment. For many pupils a 15-minute conversation with me about what made them snap a pool cue is much more onerous than simply cleaning the ghastly boot room. So, if you don't share my views then perhaps one way to look at this is to see it as an alternative punishment!

Establishing a restorative and non-punitive culture is a lofty ambition and it has drawbacks. But I still believe that it is the most effective way to help our pupils to learn from their mistakes and to become more mature and resilient. For example we have not abandoned rules because we have abandoned punishment, instead we are simply asking pupils to be more self-aware. Equally, we have been very clear with our pupils, teachers and parents that if a pupil breaks a school rule then they must expect to be dealt with through the school's system of sanctions. I will say that in having no punishments in house we have been able to develop greater trust and honesty with our pupils and we are better able to discuss the fact that honesty and



integrity can sometimes land a person in more trouble, even when lying might be the easiest route. There are two major problems I foresee with this approach. First, what would you do with people who repeatedly and wilfully break the rules? Clearly the process of reflection has not worked and perhaps they simply “play the system” in which case you may have to ask the question as to why a person does not want to abide by fairly simple standards of civility that we need in a communal environment. There may be the sense that people will pay lip service when they have a reflective conversation and simply “say the right things” to a teacher or housemaster. This may well be the case, but I think even the act of saying what we have done wrong has an effect in changing our attitudes, even if it is to a lesser degree. Second, there will be difficulties when it seems that one house operates a different system to others and that in doing so, one house undermines the values of another. I acknowledge that this is a

difficulty and I am fortunate to work in a school that allows a degree of latitude to houseparents to deal with low-level disciplinary matters. I have also been fortunate to have the support of the senior leadership in the school who have endorsed this pilot and who have allowed me the chance to develop this idea.

By this stage I would not be surprised if you have a list of objections to what I have suggested. However, there is one simple (if lowly) benchmark that shows this is something worth considering. Many people said having no punishments would lead to chaos and it simply has not been the case. There has been no significant change in the number of disciplinary issues in the house. This is interesting in itself; I doubt that the prospect of a punishment has any deterrent effect (though this is obviously hard to prove), young people will still make mistakes. The important thing to emphasise is that it is our role as teachers to help pupils to respond



purposefully when things go wrong by helping them to face up to what has happened.

Punishment is also very difficult to get right. Confiscating a mobile phone is no great privation for some and yet it is for others. To get a fair punishment in this situation one runs the risk of being seen to be inconsistent or unfair. When we put a sanction in place it is very rare for people to accept that sanction and feel that it is appropriate. In many instances there might be different sanctions for different people, and that also causes resentment. This brings me back to the idea that the punishment becomes the topic of discussion and not the behaviour that caused it. Towards the end of the first term without punishment we conducted a questionnaire of the pupils in the house and there was an option to add comments. One boy wrote that no punishment: "makes people reflect on what they have done. Usually people forget this part when they become

angry on the punisher" [sic]. Here, the emphasis is not even on the punishment, instead there is resentment at the person administering the punishment; the same person who is meant to be approachable and kind when a pupil has a serious personal concern.

There are many ways in which this restorative approach can develop. I hope that it would help to build a more collaborative and trusting relationship between teachers and pupils and parents. There is still a culture of not wanting to speak out or to "snitch" on people and perhaps a non-punishment culture can help to take the sting out of this problem, where pupils can speak out about unkindness without fear of disciplinary escalation. A culture of no punishment could develop to the point where instead of a reflective conversation between pupils and teachers, you might be able to have a conversation mediated by a matron or – further into the future – a senior

pupil. This low-level intervention would, again, take the tension out of a dispute as it would not be dealt with directly by a housemaster. Perhaps the most exciting potential for this approach is a simple one. A restorative approach would allow people to live in a community that is genuinely values driven. So many boarding houses, sports teams and businesses have a list of values, but these are only worthwhile when they are lived out. Punishment is a way of holding many of these values in place from the top down. If a group of people genuinely wants to live according to values (honesty, kindness, etc) then they should adopt them because they are intrinsically valuable and not for fear of a punishment if they fall short of them.

Removing punishment is not a silver bullet, it has been time consuming and challenging, but spending time discussing and listening to pupils is the best thing I can do in my role. In many ways this is not a radical solution – there is still the perceived punishment of discussing a wrong doing – and perhaps I am just proposing a formalised approach to something that many people do already. Part of the reason I wrote this article was with the hope that it might be of interest to other people and I would be very grateful for any comments people have on the subject. I am sure there are many other people doing similar things and I would be glad to talk with you and to learn more.



Destination: Girls' Boarding

Image courtesy of Prior's Field



Vivienne Durham,
Chief Executive, of the
Girls' Schools Association
shares her views on
what makes girls'
boarding so special.



Are girls' boarding schools a good choice because they happen to be good schools, or does their excellence derive from the fact that their environment and teaching is focused only on girls?

It's one of those chicken-and-egg conundrums we'll probably never get to the bottom of, but the fact remains that girls' schools are experts in educating and caring for girls.

Free from gender-weighted expectations, girls tend to choose the subjects which suit them best and a large proportion choose to study – and perform well in – maths, sciences and languages. Typically, 96% of pupils go on to the best universities in the UK and internationally including the US. GSA boarding schools are particularly successful at supporting girls who want to continue their studies at Oxford, Cambridge and other top universities in the UK.

Living away from home in a boarding school is usually a young person's first step to independence, and a warm and caring environment is vital. GSA boarding schools build tremendous confidence in girls, helping them to recognise their growing capacity for self-reliance and self-determination. Girls are at the heart of making their own decisions and learn to take responsibility for themselves in a supportive environment with staff who build positive relationships and understand their needs as a whole person.



Adcote School

Head - Diane Browne
Number of students - 200
Number of boarders - 70

CLEAR LEARNING TO THRIVE IN THE 21ST CENTURY

Adcote School was founded in 1907 by the pioneering Amy Gough, whose vision was to provide excellent schooling for young women. Whilst our curriculum has changed, our values have not, and it is still our absolute mission to provide a first class, progressive education for all the girls in our care. We believe passionately in educating girls in a single sex environment.



Badminton School

Head - Rebecca Tear
Number of students - 494
Number of boarders - 180

PRO OMNIBUS QUISQUE PRO DEO OMNES

Badminton School is an independent day and boarding school for girls aged 3 -18. We offer a holistic approach to education; to put it simply, we encourage the girls to get hands on with their subjects, ask questions and really get stuck in. Above all, learning is fun at Badminton and this, coupled with our homely community and excellent pastoral care, leaves no scope for anonymity. Every girl is known and fully supported in whatever her talents or interests may be.



Benenden School

Head - Samantha Price
Number of students - 550
Number of boarders - 550

MOTTO/STRAPLINE A COMPLETE EDUCATION

Benenden is regarded as one of the leading boarding schools in the UK. Founded in 1923, we are situated in 250 acres of attractive parkland in Kent, the Garden of England, just an hour from London. We offer every girl A Complete Education in which she realises her academic potential, grows as an individual and is well prepared for life beyond school.





BRUTON SCHOOL
FOR GIRLS

Bruton School for Girls

Head - Nicola Botterill
Number of students - 200
Number of boarders - 50

FOLLOW THE GLEAM

Established in 1900 and set in 40 acres of beautiful Somerset countryside, Bruton School for Girls is a day and boarding school for girls aged 7 to 18 years. Our broad and creative curriculum is designed to equip students with a strong academic foundation while building confidence and resilience. .



Burgess Hill Girls School

Head - Liz Laybourn
Number of students - 505
Number of boarders - 50

TOMORROW'S WOMEN

Burgess Hill Girls is a top-performing school for girls aged 2 to 18, with weekly, flexi and full boarding options from age 11. The school is set in 14 acres of beautiful grounds within a conservation area in Burgess Hill, West Sussex. Close to Burgess Hill station and the M23, London, Gatwick and Heathrow are less than an hour away.



**CHELTENHAM
LADIES'
COLLEGE**

Cheltenham Ladies' College

Head - Eve Jardine-Young
Number of students - 840
Number of boarders - 670

CŒLESTI LUCE CRESCAT

Cheltenham Ladies' College is an independent day and boarding school for girls aged 11-18. Educating 840 pupils from around the world, College is a large and vibrant community, with expert teaching and pastoral care, outstanding facilities and wide-ranging opportunities for co-curricular activities.





Cobham Hall School

Head - Maggie Roberts
Number of students - 180
Number of boarders - 69

THERE'S MORE IN YOU THAN YOU THINK

Cobham Hall is an all-girls school based in an impressive 16th Century Manor House nestled in 150 acres of historic parkland; an idyllic rural setting, with excellent transport links. Our core values of Trust, Respect, Honesty, Kindness and Tolerance underpin everything we do. We encourage girls to challenge themselves and discover 'There's more in you than you think.'

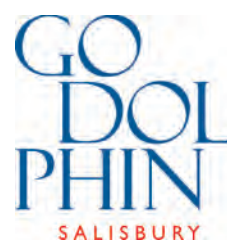


Downe House School

Head - Emma McKendrick
Number of students - 588
Number of boarders - 567

WHOEVER YOU ARE... WHOEVER YOU WANT TO BE... BE A DOWNE HOUSE GIRL

Downe House is a traditional girls' boarding school with a modern outlook – family-friendly boarding balanced with an exceptional range of opportunities. Every girl is treated as an individual and whether she is an artist, a scientist or a coding whizz, she will be valued, supported and challenged.



Godolphin School

Head - Emma Hattersley
Number of students - 400
Number of boarders - 156

EDUCATING YOUNG WOMEN FOR THE 21ST CENTURY

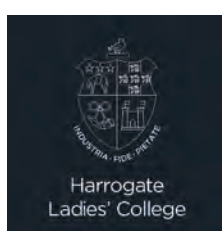
Godolphin is proud of its long and distinguished heritage as one of the oldest girls' schools in England. With national success in music, sport and art, Godolphin has a wide-ranging academic curriculum and girls can develop their sporting, artistic and academic skills from age 3-18. Godolphin praises individuality and creativity and is passionate about educating girls for the 21st century; equipping them with the skills, aptitude and adaptability they will need to cope in a very modern, fast paced, global society.



Hanford School

Head - Rory Johnston
 Number of students - 100
 Number of boarders - 80

Hanford believes children need freedom, time and space to play and grow. That they should be given a curriculum of breadth and academic rigour to inspire a lifelong love of learning. Moreover, that when they leave they know who they are and where their interests lie.



Harrogate Ladies' College

Head - Sylvia Brett
 Number of students - 305
 Number of boarders - 120

I AM ME.
 Harrogate Ladies' College was founded in 1893 and has been educating inspirational women for the last 125 years. We aim to inspire the next generation of women to be brave, to be bold, to challenge perceptions and to know that anything is possible with hard work, determination and perseverance.



Headington School

Head - Caroline Jordan
 Number of students - 1,031
 Number of boarders - 201 (all Senior)

FIGHT THE GOOD FIGHT OF FAITH
 Headington School is a day and boarding school for girls aged 3-18, with boarding from 11. Girls are selected based on potential and most achieve results beyond their expectations. It offers a number of flexible boarding options and academic studies are supported by a huge range of extra-curricular activities, fantastic facilities and exceptional pastoral support.





Heathfield School

Head - Marina Gardiner Legge
Number of students - 190
Number of boarders - 145

THE MERIT OF ONE IS THE HONOUR OF ALL

Heathfield School was awarded 'Excellent' in all categories by the Independent Schools Inspectorate in 2018. The inspectors stated that 'pupils grow into young people who make a difference to the world and live their lives boldly' and that 'pupils consistently demonstrate positive attitudes to learning and achieving their best'. They concluded that 'pupils are articulate, happy and confident'.



Jamea al Kauthar

Principal - Fazl Wadee
Number of students - 47
Number of boarders - 47

MORE THAN JUST A SCHOOL: A WHOLE WAY OF LIFE.

Jamea al Kauthar is dedicated to welcoming students into an Islamic environment which is safe, vibrant, and enriching. We aspire to cultivate a strong sense of spirituality, morality and scholarship within our students, inspiring our learners of today to graduate as the able, confident citizens and outstanding role models of tomorrow.



Jamia al-Hudda

Head - Maha Abu Taha
Principal - Raza Ul Haq
Number of students - 190
Number of boarders - 160

ISLAMIC RESIDENTIAL COLLEGE FOR GIRLS

Jamia Al-Hudaa is the first Islamic residential college for girls established in the East Midlands. A well-established institution which has produced graduates who have gone on to serve their communities in the United Kingdom and across Europe. The Jamia is renowned for its excellent standards of Islamic Education that it delivers and exceeds national targets and averages for GCSE Subjects.





Jersey College for Girls

Head - Carl Howarth
Number of students - 720
Number of boarders - 2 homestay



Kent College, Pembury

Head - Julie Lodrick BA (Hons), Med, PGCE
Number of students - 528
Number of boarders - 61

RESPICE FINEM LEARN WITHOUT LIMITS

Founded in 1880, JCG is at the forefront of girls' education in Jersey, Channel Islands and has a reputation for academic excellence and service to the island community. Our students, representing many nationalities, thrive on expert teaching, state of the art facilities and a vast range of extra-curricular, enrichment and expedition activities. Our exceptional academic results are a testimony to the personal and collective success of all at JCG and allow our students access to diverse opportunities post-A level.



Kilgraston School

Head - Dorothy MacGinty
Number of students - 265
Number of boarders - 110

COR UNUM (ONE HEART)

Kilgraston's motto 'Cor Unum' (one heart) really is at the centre of the School's philosophy. Our ethos is the concept of developing and nurturing the whole person, through the five Sacred Heart goals: living faith, personal growth, intellectual values, building community and active social awareness. Our HMI Report (February 2019) said 'Girls of all ages benefit from very positive relationships and the (school's) supportive, encouraging ethos.'





Malvern St James

Head - Olivera Raraty

Number of students - 410

Number of boarders - 200

BE ANYTHING, ACHIEVE EVERYTHING

Malvern St James Girls' School is a leading independent school for pupils aged 4-18. What helps to make us distinct and refreshing, is our recognition and active support for the individual talents, interests and passions of girls, and the liberating and inclusive ethos the school embraces.



Marymount London

Head - Margaret Frazier

Number of students - 275

Number of boarders - 60

PROUDLY IB

Marymount London is an independent school for girls, nurturing the limitless potential of curious, motivated students (ages 11 to 18) of diverse faiths and backgrounds. Founded in 1955 through the charisma of the Religious of the Sacred Heart of Mary (RSHM), we proudly stand as the first all-girls school in the United Kingdom to adopt the International Baccalaureate curriculum (IB MYP and Diploma), where girls are inspired to learn in a creative, collaborative, interdisciplinary, and exploratory environment.



Mayfield School

Head - Antonia Beary

Number of students - 402

Number of boarders - 178

ACTIONS NOT WORDS

Mayfield is a leading independent boarding and day school for girls aged 11 to 18 set within the beautiful Sussex countryside and conveniently located within an hour of central London. The School has a tradition of developing academic excellence, within an inspiring learning environment with breadth of opportunity and exemplary pastoral care.





Monmouth School for Girls

Head - Jessica Miles
Number of students - 596
Number of boarders - 149

SERVE AND OBEY

Monmouth School for Girls guides day and boarding pupils aged 11-18 through this crucial stage of their educational and emotional development. Our girls develop a can-do attitude and make the most of the superb facilities on offer. Through our unique Monmouth Model, girls benefit from the interaction with Monmouth School for Boys, sharing many trips and events.



Moreton Hall School

Head - George Budd
Number of students - 492
Number of boarders - 206

IT'S EVERYTHING A SCHOOL SHOULD BE, ACADEMICALLY RIGOROUS AND HIGH ACHIEVING, BUT KIND NURTURING AND CREATIVE WITH IT

Moreton Hall is proud to be one of the UK's highest achieving independent boarding schools, educating girls from age 3-18 and boys from 3-11. Academic excellence, a tailored curriculum, an entrepreneurial spirit, outstanding pastoral care and extra-curriculum activities of an extraordinary range and quality are the cornerstones of the school.



Prior's Field School

Head - Tracy Kirnig
Number of students - 430
Number of boarders - 88

#ACHIEVING#HAPPY#GIRLS

Prior's Field offers a distinctive route to high achievement for every girl. Situated in rural Surrey, the school was founded in 1902 and is often recognised today both for its superb pastoral care and for its large silver unicorn statue which adorns its front lawn. It is fitting therefore that this thriving girls' school (11-18) has just been described as "the Unicorn of Education – the stuff of childhood dreams" in the Tatler 2020 Schools Guide.



Supporting well-being at Queen Ethelburga's



Steven Jandrell
Principal
Queen Ethelburga's

THRIVE@QE is an innovative programme comprising a range of sessions, activities and workshops promoting and supporting well-being. The initial concept was launched in 2016-17 and since then has evolved considerably. **THRIVE@QE** is run from our centralised Pastoral Care area at the College, a comfortable and welcoming space, open seven days a week.



*THRIVE@QE programme provides
every student an increased opportunity to
access early help and intervention*



The **THRIVE@QE** programme provides every student an increased opportunity to access early help and intervention, supporting them in acquiring life skills and building resilience. It's linked to the evidence-based 'five ways to well-being' and involves sessions on: helping students to learn how to deal with and understand their feelings; taking time out to relax; learning how to take care of their mind and body; the benefits of being outdoors and nurturing plants and animals, and the practice of mindfulness and meditation.

Most of the sessions are available to students during their free time and they can drop in without the need to sign up. Students may also be referred to **THRIVE@QE** if staff or parents feel they would benefit. Students from our preparatory school, Chapter House, attend timetabled sessions on a rotational basis, benefiting from resilience-building activities and Yoga sessions to help them understand the

link between physical activity and emotional health. During the academic year 2018-19 we promoted **THRIVE@QE** to our Senior School students by scheduling introductions during Form Time and General Studies lessons.

During INSET 'well-being sessions' are offered to staff with a focus on sport or relaxation. All staff have received training in Mental Health and Well-being from Compass BUZZ, a project that aims to improve the mental health and well-being of young people in schools across North Yorkshire.

We were very proud to be invited to the BSA's Safeguarding Conference 2019 to present the **THRIVE@QE** initiative. We have recently launched the **THRIVE@QE** Online support area where students can access help and support in relation to positive health and well-being. **THRIVE@QE** helps our students to embody our mission statement, 'to be the best that they can with the gifts that they have.'

In the first of this **three-part** series

Christopher Thurber, PhD, Phillips Exeter Academy, Exeter, New Hampshire, United States and **Nick Fair**, Westminster School, London, England, United Kingdom take a look at:

Standardised testing, student mental health, and the future of boarding schools

Crackpot or

A water-bearer in India had two large pots, one hung on each end of a pole that he carried across his shoulders. One pot was perfect and always delivered a full portion of water at the end of the long walk from the stream to the master's house. The other pot had a crack in it and arrived only half full. Every day for two years, the water-bearer delivered only one and a half pots of water to his master's house.

The perfect pot was proud of its accomplishments, for being perfect for the purpose for which it was made. The cracked pot was ashamed of its imperfection and miserable that it was able to accomplish only half of what it had been designed to do.

Overcome with disgrace at what it perceived to be its bitter failure, the cracked pot spoke to the water-bearer one day by the stream. "I am ashamed of myself," the pot confessed, "and I want to apologize to you." "Why?" asked the bearer. "What are you ashamed of?"

"I have been able, for these past two years, to deliver only half my load because this crack in my side causes water to leak out, all the way back to your master's house. Because of my flaws, you have to perform all of this work, and you don't get full value from your efforts," the pot explained.

The water-bearer's heart went out to the old cracked pot. In his compassion, the bearer said, "As we return to the master's house, I want you to notice the beautiful flowers along the path." Indeed, as they went up the hill, the old cracked pot took notice of the sun warming the beautiful wild flowers on the side of the path, and this cheered it somewhat.

But at the end of the trail, the cracked pot still felt sad because it had leaked out half its load, and so it apologized

again to the bearer for its daily failure. The bearer said to the pot, "Did you notice that there were flowers only on *your* side of the path, but not on the other pot's side? That's because I have always known about your flaw, and I took advantage of it. I

planted flower seeds on your side of the path, and every day, while we walk back from the stream, you've watered them. For two years, I have been able to pick these beautiful flowers to decorate my master's table. Without you being just the way you are, he would not have this beauty to grace his house." (Various, 2016)

Strength, weakness, or difference?

Anyone who works in education in the twenty-first century knows students who perceive themselves in the same way as the cracked pot in this parable: conscious of and ashamed of their perceived shortcomings. What is also painfully striking about the cracked pot is how, oblivious to its inherent strengths, it evaluated itself

against the performance of the un-cracked or "perfect" pot. If indeed this parable captures the mindset of many twenty-first century adolescents, then their mounting emotional turmoil should come as no surprise.

In 2004, the *Journal of Child Psychology and Psychiatry* published the results of a study comparing teenagers' mental health in 1974, 1986 and 1999 and concluded that it had deteriorated significantly over the course of those 25 years (Stephen Collishaw, 2004). Responding to the report, Dr Andrew McCulloch from the UK's Mental Health Foundation, a UK charity that promotes mental health, cautioned: "The mental health of our young people is a critical issue: Cases of anxiety and depression have risen by 70% over the past twenty-five years, and up to 60% of adolescents with a mental health problem will carry that through into adulthood." (Anon., 2007).

cracked pot



More recent research by the Mental Health Foundation concluded that 20% of adolescents experience a mental health problem in any given year; 50% of mental health problems across the lifespan emerge by age 14, 75% by age 24; and 10% of children and young people between five and 16 years old have a clinically diagnosable mental health problem (Foundation, 2017). Surprisingly, 70% of children and adolescents who experience mental health problems do not receive appropriate intervention or treatment at a sufficiently early age (Anon., 2018).

Democratization by the numbers

The deterioration in mental health in school-age youth over the past few decades coincides with an increase in both the frequency of written assessments and their prominence in admission to colleges (as post-secondary schools are called in the US) and

universities. For example, an above-average applicant to a selective US college or university typically submits the scores for the SAT or ACT (sometimes both), several SAT II subject tests, and several AP subject tests. In the UK, university admissions tests, such as the TSA, are increasingly required, in addition to public exams such as GCSEs and A-Levels.

At the same time, spots at UK and US universities, as well as entrance to many professions, have been increasingly democratized. Today, acceptance is based more on candidates' ability to perform to a certain standard on public exams or standardized testing than on wealth or social class, both of which were historically dominant selection criteria. To compensate, US universities in particular are raising more and more money to provide financial aid (as bursaries are called in the US) to qualified students.

Broad access and intentional inclusion—both in educational and professional spheres—have many social, cultural, and economic benefits. Heterogeneous classes, like diverse professional teams, tend to be more creative, aware, and prepared for strategic change than homogeneous classes. Despite these and other benefits, there may also be two unintentional drawbacks of this democratization: an uptick in emotional distress and a downtick in pedagogical evolution. How could this have occurred, given our best intentions?

One possibility is that because more students are applying to more universities than ever before, admissions committees have more applications to review and must therefore make finer-grained distinctions among qualified applicants. As a result, these committees may be relying on the rapid results of quantitative indices rather than on work samples, audition tapes,

behavioral interviews, and other semi-structured measures of strength. Such artisanal, artistic, and attitudinal data take considerable time and expertise to evaluate. And because almost all independent secondary schools (both boarding and day) are partly market-driven – not purely mission-driven – they must produce what university admissions committees seek: students with high standardized test scores. Admissions committees do review other criteria besides numbers, but it may be the frequency and primacy of these numbers that is stressing students and stalling teachers.

The competitive squeeze

Trending in the opposite direction from standardized assessments and democratization are the dipping admission rates at many universities in the US (Ivywise, 2018) and the UK (BBC, 2018). (Note that accurate long-term data on



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>>> annual admissions rates at UK universities are rarely published. At least some of the documented short-term drop in applications at UK universities can be attributed to the Brexit vote and to UK universities being allowed to charge up to £9,000/year in tuition fees.)

Today, the perception among many teachers and parents – correctly, in many cases – is that their alma mater has become so competitive and selective that if they were to apply today, with the same standardized test scores and grade point average they earned two or three decades ago, they probably would not get in (Urist, 2014). In part, the rarefication of admission is a function of the rise in secondary school applicants noted above. Yet in a decidedly non-democratic vein, lower admit rates are also a function of commercializing the admissions process. Affluent families can expect to pay between £4,000 / \$5,300 and £40,000 / \$53,000 for a private admissions coach who can curate and polish a student's applications to roughly two dozen schools. Even students without the means to hire a guide will typically pay around £80 / \$106 in application fees *per school*, to a dozen or more schools. Add to those figures the registration fees for standardized testing and equitable access to post-secondary school education starts to erode.

Despite persistent economic inequities and their associated risk factors, the evolution toward academic meritocracy is a welcome development to many, on both sides of the Atlantic as well as in many Asian countries. However, the scramble to the top of the heap has brought new and sustained pressures to today's students. To wit, when researchers at the National Foundation for Education Research evaluated the effects of sustained assessment on reading, they found that while levels of ability had indeed risen, *enjoyment* of reading had fallen (Sainsbury, 2007).

In Part 2 of this three-part series, we will examine other consequences of the heavy emphasis on grades and test scores, then discuss more qualitative assessments that are less deleterious to students' mental, emotional, and social health (MESH).



Dr. Christopher Thurber is devoted to educating leaders using innovative content that stirs thinking and compels action. An entrepreneur from a young age, Chris is the co-founder of *ExpertOnlineTraining.com*, the Internet's most popular library of educational videos for youth leaders and of *Prep4School.com*, which prepares Asian students for boarding school. He has been invited to deliver keynotes, contribute articles, and lead workshops at schools and camps on five continents. Learn more about Chris's books, articles, videos, and in-person workshops by visiting <https://DrChrisThurber.com>



Nick Fair is an educationalist with over 13 years combined management and teaching experience at two prestigious public schools in the UK: Gordonstoun and Westminster, where he is in the sixth year of his tenure as a House Master. A champion of exploring innovative ways of teaching and engaging multiple stakeholders, Nick has successfully overseen important changes to the structure of the oldest boarding house in the UK. Learn more about Nick's strengths and experience by visiting <https://www.linkedin.com/in/nick-fair-46687a23/>

Helping **boarders** to find their passion.

A view from down **læpun**

Waves, crashing on the sand. Crystal clear water, shimmering as far as the eye can see. The sound of birds. The breath of a light summer breeze pressing against my skin. The warmth of the sun as it peeks above the mountain tops. I am in my happy place...the ocean. The ocean is a playground of ever-changing obstacles, at the hands of an architectural genius, mother nature. It is consistently creating new challenges and opportunities for those who call this magnificent place their playing field. A group of people that come in all shapes and sizes, all races and religions, all genders and all areas of expertise. Yes, that is right: they are surfers.

I have been surfing since I was five years old, from the moment I could swim I was on a surfboard. I still remember my first wave. I remember the feeling of truly being in touch with mother nature as I rode a surge of water on a piece of red foam. What a rush! I instantly fell in love with the feeling. I fell in love with the fact that the more I surfed the more I could improve. I fell in love with attempting new manoeuvres and continually searching to land the biggest air possible, in sight of my friends of course. I fell in love with the tribal community of surfing. Fellow surfers willing to have a chat in the water,



Joshua Drahm
ABSA

starting the conversation with, "hey mate, are you getting a few waves?". Or the fact that when a big swell is coming everyone is talking about it, whether that be at the shops or the movies, it is always the 'talk of the town'.

Surfing has many positive effects on my life both in and out of the water. We need that thing in life that gives us a break, a chance to reflect, a chance to make the outside world almost seem non-existent. For me that is surfing. I have never left a surf feeling angry or upset, even if I entered the water feeling that way. It has kept me out of mischief, and for that, I am genuinely grateful. I believe the concept of finding a hobby that frees your mind from stress, anxiety, anger, etc. is an essential part of growing up. It applies in all contexts of life.

For you it may not be surfing, it might be the feeling of painting a masterpiece, with every flick of the brush you relieve that tightly-wound knot of stress. It might be running a long distance, feeling like a bird in the sky as you glide gracefully along the pathway. Or merely that opportunity to curl up in bed and let your mind wander the realms of fiction and non-fiction as you bury yourself in a book.

I want you to stop and think for a moment. What is the one thing that helps you cope? What is the one thing that clears your mind of stress? What is the one thing that you know will always be there when you need it? If you can't name that thing, I suggest you go looking. Start exploring, find that special hobby which brings you joy. Hold on to that sensational feeling!



So how are you going to help them find their passion?

Now I'd like you to change your thinking. I'd like you to reflect on the boarding students in your schools. What are their hobbies? Do they have a passion for something that allows them to remove the stress of study, sport, homesickness and social hierarchy just for a brief moment? We all need to switch off from time to time!

As a former boarder, I know the boarding experience can be daunting in the beginning. You are away from old friends, family and for me, the activity that kept me sane...surfing! If it weren't for my boarding staff and my indigenous liaison officer continually pushing me to pick up a paintbrush, pushing me to involve myself in extra-curricular activities and to fully immerse in the full boarding experience, I wouldn't have lasted. This cements the fact that as a staff member or parent you have a tremendous opportunity to create a positive relationship with your boarders.

It starts with support!

Article courtesy of the Australian Boarding Schools Association (ABSA).



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"The positive enthusiasm for Firefly from all groups in the school is tremendous."

Yvonne Mitchell,
Director of Digital Strategy,
Fettes College, UK



UK

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

Sandroyd School
Scarborough College
Scarisbrick Hall School
Seaford College
Sedbergh School
Sevenoaks School
Sexey's School
Shaftesbury School
Shebbear College
Sherborne International
Sherborne Preparatory School
Sherborne School
Sherborne School for Girls
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 Mary's Calne
St Mary's Music School
St Mary's School, Ascot
St Mary's School, Cambridge
St Mary's School, Melrose
St Mary's School, Shaftesbury
St Michael's School
St Paul's School, London
St Peter's Prep School
St Peter's School, York (incl St Olave's)
St Swithun's School
St Teresa's School
Stamford Endowed Schools
Stamford Junior School
Stewart's Melville College
Steyning Grammar School
Stoke College
Stonar School
Stonyhurst College
Stonyhurst St Mary's Hall
Stover School
Strathallan School
Summer Fields School
Sunningdale School
Sutton Valence School (incl Prep)
Swanbourne House School
Talbot Heath School
TASIS, The American School in England
Taunton Preparatory School
Taunton School
Teikyo Foundation School
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 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 National Mathematics and Science College
The New Beacon School
The Oratory Preparatory School
The Oratory 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
Tonbridge School
Trent College
Tring Park School for the Performing Arts
Trinity School
Truro High School for Girls
Truro School
Tudor Hall School
Twyford School
Uppingham School
Victoria College, Belfast
Vinehall School
Walhampton School
Warminster School
Warwick School
Welbeck Defence Sixth Form College
Wellesley House School
Wellington College
Wellington School
Wells Cathedral School
West Buckland School
West Hill Park School
Westbourne House School
Westbourne School
Westminster Abbey Choir School
Westminster Cathedral Choir School
Westminster School, Westminster
Westonbirt School
Whitgift School
Winchester College
Winchester House School
Windermere School
Windlesham House School
Wisebech Grammar School
Wishmore Cross Academy
Witham Hall School
Woldingham School
Woodbridge School
Woodcote House School
Woodhouse Grove School
Worksop College
Worth School
Wrekin College
Wychwood School
Wycliffe College (incl Prep)
Wycombe Abbey
Wymondham College
Yehudi Menuhin School

EUROPE

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
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 School, 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
Survall Montreux, Switzerland
The International School of Paphos, Cyprus
The Kings Hospital, Ireland
Villiers School, Ireland

REST OF THE WORLD

Rest of world members
Avi-Cenna International School, Nigeria
Brisbane Grammar School, Australia
British International School Phuket
Bromsgrove International School, Thailand
Brummana High School, Lebanon
Chinquapin Preparatory School, USA
Day Waterman College, Nigeria
Dulwich College Yangon, Myanmar
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
Nilai International School, Malaysia
North London Collegiate School, Jeju, Korea
Peponi School, Kenya
Prem Tinsulanonda International School, Thailand
Pymble Ladies' College, Australia
Regents International School Pattaya, Thailand
Sainik Awsiya Mahavidyalaya, Nepal
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
The Banda School, Kenya
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 of South East Asia, Singapore
Wellington College International Tianjin, China
Westlake International School, Malaysia
Woodstock School, India
Yew Chung International School of Qingdao, China
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

BSA Boarding Awards

2020

*Applications for the Annual **BSA Awards** are now open. The awards celebrate hard-working individuals in boarding, and winners will be announced at the BSA Heads' Conference **Awards Dinner** in May.*

The Awards

Boarding House Extension/Refurbishment Award

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

- The judges will be looking for design, sustainability and innovation.

Boarding Research Award

This award recognises research undertaken by a school or individual into how to continue to improve the boarding sector and better meet students' needs.

- The judges will be looking for a specific research project that has driven innovation, inspired change, and delivered results.

Boarding Innovation Award

Celebrates an outstanding example of innovation to deliver better boarding.

- The judges will be looking for a clear description of an outstanding innovation that you have implemented in your school.

Wellbeing Mental Health Initiative

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

- The judges will be looking for a new initiative implemented in schools which could include: creating supportive environments, strengthening the community within schools, programmes of work that enhance self-esteem and reduce harming behaviours, activities that promote healthy choices for physical activity and diet.

Working with Vulnerable Children

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

- The judges will be looking to recognise schools that have made a significant contribution to the welfare and support of vulnerable children

Stephen Winkley Award

This award commends the achievements of an individual who has made a significant contribution to the cause of boarding.

- All nominees must hold or have held positions with specific boarding responsibilities, which could include a Head, Deputy Head (pastoral), Housemaster, Housemistress, Houseparent, Matron etc.
- Nominees can be drawn from any level in an organisation, including Heads.

Supporting Junior Boarders

This award commends a school or member of staff who has worked above and beyond to develop initiatives aimed at supporting junior boarders.

- The judges will be looking at those initiatives that have been introduced specifically to help junior boarders adjust to their new environment.

Supporting International Boarders

This award will commend a school or member of staff who has contributed to supporting international boarders, including helping them integrate into their new environment.

- The judges will be looking at initiatives that have been specifically designed to support international boarders.

Most Original Activity During National Boarding Week

This award will look back at those schools that participated during the BSA 2019 National Boarding Week.

- The judges will be looking at how schools participated during the week and will consider those who participated in BSA events from the week, or those that organised their own unique events.

Best Community Work via our 'On Board' Initiative

In 2019, BSA launched its 'On Board' Community Action Programme to highlight the work undertaken in the community by boarding schools. This award will look at those schools who have participated in community projects.

- The judges will be looking at community-based initiatives undertaken by schools which could include: volunteering, litter picking, fund-raising, visiting the elderly, supporting the disabled, environmental planning.

To Enter

Please write in no more than **500** words for why you should win the award. Please make sure you include your name, school, and what award you are entering. You may also send in up to five pieces of supporting evidence.

Entries to be sent to bsa@boarding.org.uk by **March 31, 2020**.



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A woman with curly hair stands on a wooden boardwalk path. She is wearing a navy blue blazer over a white shirt, a blue and green tartan skirt, black tights, and black loafers. A brown camera is hanging from her neck. The background shows a beach, the ocean, and some greenery with red berries.

Zara, Strathallan Collection.

A traditional navy wool Melton in a modern, fitted jacket paired with a deep yoke skirt in the Strathallan tartan.

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