

bsa | BOARDING
SCHOOLS'
ASSOCIATION

Boarding School

THE MAGAZINE OF THE BOARDING SCHOOLS' ASSOCIATION

Summer 2017



**WORLD
SCHOOLS
SHOW**

Establish. Cherish. Flourish.

ST CATHERINE'S, BRAMLEY

92% A*/A
GCSE
92% A*/A
A-level

**WORLD
SCHOOLS
SHOW**

NEXT SHOWS

October 7-9, 2017

March 17-19, 2018

Boarding schools workshop in Moscow, Russia

- 2 days event
- meet families on one day
- meet agents on another day

**BOOKING
IS OPEN**

info@worldschoolsshow.com

www.worldschoolsshow.com

Tel: +7 495 766 7539

World Schools Show

is run by FORUM LLC

(marketing support for educators in Russia)



All aboard!

We are in a celebratory mood at BSA HQ. Boarding numbers remain over 75,000 in the UK and our member schools around the world are also experiencing bumper numbers.

The sun is shining and the summer term is officially upon us which means our boarding bus will begin its journey around the country to 11 county shows, stopping at you along the way. I look forward to seeing member schools at each of these events.

As you read this magazine the BSA will just have completed its largest ever Annual Conference for Heads in York. On page 8 Chairman, Leo Winkley continues his conference theme of *The Boarding Family*, by celebrating the unique relationships that make our communities great and examining what we could be doing better to strengthen them.

Creating cohesive communities is something Elizabeth Gunn from Dollar Academy on page 14 believes makes her school special and pupil, Micah Shepherd from Barbados agrees he has learned "...valuable life lessons and experiences that will help me in the future."

In keeping with Leo's challenge to improve continually the mental health and resilience of *The Boarding Family*, Ceri Stokes from Kimbolton examines on page 30 how the 'explosion of Wi-Fi' over the past 10 years has changed the dynamics of our boarding relationships forever. Saint Felix School Head, James Harrison, takes a close look at the benefits and challenges of technology in his article *Virtual vs real world - education technology in a traditional setting* (page 18).

Within this issue you will also find details of the winner of the *BSA Boarding Fellowship 2017* (page 43), advice from guardianship agency AEGIS about being a better sponsor to our international community (page 60) and BSA Chief Executive Robin Fletcher provides insight into the 'state of the boarding nation' in his article *Survival of the Smart* on page 5.

I hope you enjoy this latest issue of *Boarding School* magazine as much as we have enjoyed collating your thoughts and wisdom. As I don my bus driver's cap I will be telling parents and pupils at every county show we attend 'There has never been a better time to attend boarding school.'



Aileen Kane
Assistant Director, BSA

BESPOKE School TOURS *in Spain*

Tours for Preparatory to Senior Schools

Linguistic, Cultural, Cross Curricular + Sporting Activities.

Possible for Micro Groups to Year Groups.

Already provide tours for many BSA schools.



Request Quote in seconds



- ⚡ Residence available in **exclusivity**.
- ⚡ Fully vetted homestay families.
- ⚡ Experts in risk assessment.



SPARK

spanishschooltours.com

0034 956003300

Survival of the Smart

I am often asked to present a 'state of the nation' report on UK boarding. Schools understandably want a sense of the landscape beyond their gates and journalists are sometimes keen to present a picture of doom and gloom.

There are many ways to tell the story. The most positive and simple narrative is that the number of boarders at our schools (independent and state) remains above **75,000** and also above a decade ago. Yes, numbers were 120,000 in 1985. But they have levelled out and there is strong demand from across the world for good, modern, British style boarding.

Beneath this headline however is a more complex picture. In the past couple of years, some UK boarding schools have closed their doors (although two of them have now found new investors and are reopening) and some others have ceased boarding.

In other parts however, some new boarding schools have opened and many BSA members have grown their boarding capacity. It is fair to say therefore that the market is one of decline, flatlining, expansion and new launches, all at the same time.

The UK has the largest and oldest boarding market in the world. But if you look at it on a map it is slightly odd in that some populous areas have few boarding schools and vice versa. If every UK boarding school was lined up from Land's End to John O'Groats, you would pass one every 2 miles. In Scotland however there is a boarding school only every 22 miles, while in Surrey you cannot drive a mile without seeing one.

More than half of BSA's members are below the M4, which illustrates demand. But it also tells a story of intense competition and the need for every school to know exactly what they offering, who they are targeting and to be completely on top of their marketing and recruitment at all times.

Boarding schools are places of pastoral care and education first and foremost, but they are also businesses. And if you were to apply normal business analysis rules to the sector, an easy conclusion to draw would be opportunities for economies of scale.

There are small counties with more than 25 boarding schools and cities or towns with half a dozen boarding schools within a mile or so of each other. Yet how many of these schools are brave enough to put their rivalries and history to one side and talk about sensible co-operation on non-competitive cost areas such as IT, facilities management or HR? Very few I suspect. But in a world where costs are rising, many parents cannot afford boarding fees, and academy chains are the new model for the maintained sector, the time for perhaps radical or bold action in this area has undoubtedly come.

One wonders too whether more small schools should think about coming together (as some have already done), so the future market has fewer, but stronger, providers with more boarders, compared to the current average of around 150 boarders per school.

Maybe the BSA could play a part in some of this collaborative thinking...



Robin Fletcher
Chief Executive, BSA

Built by house staff for house staff



Badger

Pastoral Management Software



What our customers say...

PEACE OF MIND

"A smart, simple yet highly effective system... I feel everything I need to know about a pupil is at my finger-tips."

Housemistress, Epsom College

PASTORAL

"Over the past 3 years we have found Badger to be an exceptional resource in our provision of excellent pastoral care. It gives time back to our house staff to spend with pupils, not locked away in the office."

Headmaster, King Edward's Witley

RELATIONSHIP

"Bedales is known for its 'difference' and when we first started using Badger, Andrew and Nick were brilliant in giving us a truly 'bespoke' system."

Head of Boarding, Bedales

As Housemasters, we understand the increasing demands placed on house staff:

- emails
- telephone calls
- automated alerts
- notices
- references
- conversations
- exerts
- absences
- inspections
- parental queries
- report writing
- visits
- medical information
- registers
- handovers
- incidents
- interviews
- commendations
- tracking
- record keeping

Since the successful launch of Badger in 2015, we are excited to be rolling out version 3.0 from September. We work closely with our client schools to ensure that Badger continues to evolve - as teaching professionals we understand how important this is.

Contact us now to arrange a visit or online demo:

Call 0208 798 08233 Email info@meadowbadger.com

www.meadowbadger.com

As every teacher knows, policing pupils' mobile phone use is almost a full-time job in itself. We've all had to dodge the break time hoards with their heads down, desperately concentrating on Snapchat rather than where their feet are going. The most common question I have ever been asked about a school trip was 'Can we take our phones?' Teens in particular are wedded to their mobiles, seemingly incapable of going ten minutes without trying to send a furtive message under the desk or seeing who has liked their Instagram. The adverse effect of all this screen time is well documented and we often find ourselves sounding like broken records as we stand with our hands out, collecting in devices before bedtime, never sure if there isn't another one squirrelled away under a pile of dirty washing in the wardrobe.

Leading by example, however, is one sure-fire way to get across to your charges that their entire life does not have to be dependent on a six-inch screen. After all, we are all very good at following our own advice...except that a recent study has shown the average person checks their

phone 200 times per day (or at least once every 6.5 minutes). Be honest - how often do you have a quick scroll before the next class starts or give your emails one last look before you put out the bedside light?

There is a constant temptation to respond immediately to emails in particular, even if these fall outside of 'normal office hours'. So whether you want to free up more time to be in the boarding house actually engaging with your pupils or use your crucial time off to sit and chat with your family, here are a couple of tips that mean you can achieve a better balance.

1) If your school has a Pastoral Management system (such as Badger), check if it provides an app and use this at designated times during the day. Give yourself three short slots per day to file away all pastoral admin that doesn't need an email response, and another three to reply concisely to those that do. Apps like these actually work for you, rather than cluttering up your screen and put you in control of when and where you use them.

- 2) If you have a school mobile device, consider whether you really need Twitter or your fitness device's tracker on it. These are distractions that will take you away from what you are supposed to be doing. Put your energy into playing pool with some of the third form rather than getting angry at newspaper headlines.
- 3) Sleep, although we may feel is hard to come by in term time, is one of your body's best friends. Don't take your phone into your bedroom. As soon as you are 'off-duty', charge it away from where you sleep. The physical act of responding to emails can increase stress, leading to the release of the anti-sleep hormone cortisol. Your brain needs about an hour to wind down after looking at screens thanks to the melatonin produced from the glare. Even if you set a timer to reduce this on your phone your body will still register that you are not ready for sleep. Buy an alarm clock and talk your family instead.

By Vicki Rendall, Badger
www.meadowbadger.com

The Disciplined Detox

Showing Your Mobile Who's Boss

Contents

All aboard <i>Aileen Kane, Assistant Director, BSA</i>	3	Instilling Yorkshire grit <i>Charles Ellison, Headmaster, Scarborough College</i>	44
Survival of the Smart <i>Robin Fletcher, Chief Executive, BSA</i>	5	Making boarders feel at home <i>Rebecca MacKay, Housemistress, New Hall School</i>	49
The Boarding Family <i>Leo Winkley, Chair, BSA and Head Master, St Peter's, York</i>	8	Enjoying the Easter stay-on <i>Ally and Jonny Onions, House Parents, St George's School, Windsor Castle</i>	58
Cake, chat and a game of Jenga <i>Carol Fenice, Housemistress, Cobham Hall</i>	10	A sponsor's duty <i>Yasmin Wigglesworth, Executive Officer, AEGIS</i>	60
Creating a community <i>Elizabeth Gunn, Head of Marketing and Communications, Dollar Academy</i>	14	BSA member list	64
Virtual vs real world – education technology in a traditional setting <i>James Harrison, Head, Saint Felix School</i>	18	Growing from strength to strength	66
A little bit of low-cost love <i>Robin Fletcher, Chief Executive, BSA</i>	20		
Boarder bereavement – helping children handle loss <i>Rebecca Jarrett, Housemistress, LVS Ascot</i>	24		
STEM or STEAM that is the question! <i>Kate Kettlewell, Biology Teacher, Tudor Hall School</i>	27		
The constancy of change <i>Ceri Stokes, Assistant Head, Kimbolton School</i>	30		
Boarding in the Millfield 'village' <i>Andy Collings, Assistant Head (housing), Millfield</i>	34		
Leaving home <i>James Jones, Senior Boarding House Parent, Bromsgrove School</i>	38		
Boarding Fellowship Award Winner	43		

Boarding School Magazine

To subscribe
T. 020 7798 1580
E. bsa@boarding.org.uk

Editor

Aileen Kane, Assistant Director
aileen@boarding.org.uk

Advertising

Amy Wilson, Events and Commercial Manager
amy@boarding.org.uk

Boarding Schools' Association

4th Floor, 134 Buckingham Palace Road, London SW1W 9SA
www.boarding.org.uk

The Boarding Family

Many ingredients contribute to the happiness, success, safety and wellbeing of the boarders in our care, whether they are younger, older, girls, boys, British, European or from further afield.

The notion of family is arguably the most crucial of these because if the right family balance can be achieved then young people are best able to realise the true benefits of boarding.

If we view the boarding family as perhaps a triangle, then the first and most important side is a boarder's real family, their parents, siblings, grandparents, aunts and uncles. The role of the positive parent or family member willing to work with you to support their child cannot be underestimated.

Another side of the triangle is the family of boarding staff professionals who take on their role, day in day out, seven days of week, *in loco parentis*. These span from Deputy Heads Pastoral to House Masters and Mistresses, their

assistants, House tutors, matrons, GAP assistants and cleaners, through to counsellors, nurses and volunteer minibuss drivers. Each of these staff, paid or unpaid, is the school's ears and eyes for boarders. They are their guide, friend, mentor, organiser, cajoler, teacher and entertainer. They are there to help boarders have and enjoy good times and to be there in the more fragile moments.

In a typical boarding House there may be one member of staff for every 10 to 15 boarders, which means for the 75,000 boarders in independent and state schools there are around 5,000 boarding staff. If other parts of the education profession are the infantry, then perhaps boarding staff are the equivalent of special forces. Extremely effective, appearing out of nowhere at a moment's notice, troubleshooting 'any time, anywhere' and epitomising the spirit of the motto 'who dares wins'.

The last side of our triangle to think about is the family of friends young people make through boarding.

We all know that in so many ways life has never been tougher for young people. Higher expectations in the classroom are coupled with greater than ever social expectations outside it, relentlessly reinforced through the darker side of social media. Thirty years ago, twenty years ago or even a decade ago we were not talking regularly about teenage mental health or the signs of stress in young people like self-harm or eating disorders. And sexting was a word that had not entered our language. All these things are here, real and present today however which makes the value of friendships forged through boarding and the community bonding within the boarding house more crucial than ever.

Although young people who board may not realise it now, the friends they make through boarding, from all corners of the world, will be their support network for life. I wonder how many boarders become godparents to the children of their roommates in later years precisely because of the shared experience that binds them together?



So, the sides of boarding triangle – real family, the professional boarding staff family and the family of friendship – are each equally vital and valuable.

All families need work and maintenance however to keep them in good order, which makes me wonder what we, as Heads of some of the best boarding schools in the world, could be doing to make the boarding family even stronger?

When it comes to our relationship with a boarder's real family, is there an opportunity for us to embrace their support and contribution? Are the communication mechanisms we have with all boarding families effective, so they don't naturally favour the drop-in mum or dad who lives only an hour away but exclude the Beijing parent we have never met but whose agent we know better?

Turning to our boarding staff, there is no doubt that the pressure and expectations on their shoulders are heavier and higher than ever. Boarding staff have transformed the way they involve boarders in the life of their house, or in shared activities, all serving to bring boarders closer together.

Turning to our final facet, the family of friendship that all our young people can gain through their boarding experience, our challenge must surely be to see if we can make this broader, deeper and stronger too.

But can we do it better?

Of course, our ability to make the three sides of the boarding family triangle even more flawless and iridescent in future years assumes that every external factor facing boarding schools is positive and helpful. In truth, however we face as many external challenges on the near horizon as we have ever done.

The list is long and daunting – affordability, intense competitiveness, the decline of UK full and younger boarding, Tier 4, Brexit, Government demands for increased partnership work, national inquiries into sexual abuse, inspection and funding cuts for state boarding.

These things are extra demands and potential threats to boarding, which is why BSA, along with ISC, the BSA State Boarding Forum, and the other education associations, have been and are continuing to fight for and represent the sector

to the government, inspectorates, the media and the outside world.

Never has it been more important for the boarding sector to face these challenges with one voice in a united way, and never has it been more important for there to be no division, no internal rivalries or one part of the boarding family fighting against another.

As a previous Chancellor of the Exchequer turned newspaper editor once said: "We are all in this together."



Leo Winkley
Chair, BSA and Head Master
St Peter's School, York



Cake, chat
and a game
of Jenga



Carol Fenice
Housemistress, Cobham Hall

Being a teenager has never been more stressful. Over the years, schools have noticed an increase in children and young people struggling with a wide range of emotional health issues including anxiety, stress, eating disorders and self-harm. Around 20% of adolescents may experience a mental health problem in any given year and 50% of these problems are established by the age of 14. The focus at Cobham Hall is on being proactive in helping our girls to develop the resilience needed to deal with the challenges life can throw at them.

Central to the pastoral element of our School Development Plan is 'Wellbeing'. Year 7 have dedicated sessions on Wellbeing – our redesigned PSHE Programme – where the focus is teaching character and virtues, enabling pupils to develop the skills needed to successfully navigate their way through life. Boarding staff looked at how we could support this with an extra-curricular Wellbeing Programme. We put together activities covering physical and emotional health, offering sessions in mindfulness, relaxation, cookery, volleyball and basketball, and emotional health workshops.



“ We hold weekly ‘Cake and Chat’ meetings ”

➔ As I continued to research how to develop these ideas, I discovered Clare Erasmus, Director of Mental Health and Wellbeing at the Magna Carta School. She has written widely on developing a Wellbeing Centre in her school and, using her blog as a starting point, I worked closely with our Head of Boarding, Wendy Barrett, and with Dr Pooky Knightsmith, Director - Children, Young People and Schools at Charlie Waller Memorial Trust, to set up a Wellbeing Centre at Cobham Hall.

Having located a light and airy room in the main building, I developed a space for the girls to relax, to talk about anything that might be worrying them, and to signpost information and further help. Knowing girls like to speak to each other before they approach an adult, I asked our Peer Mentors to get involved. Cobham Hall has been running a successful Peer Mentoring Programme for many years and I had nine girls eager to help. Their enthusiasm has been key in ‘selling’ this facility to our girls.

I introduced the space to the school community through assemblies, posters and tutor group visits and the girls began to pour in. We often have 15 to 20 girls in there at lunchtime. It is wonderful to overhear “I love this room, it is my new home” and “This is the best thing to happen to our school since I have been here”. We also discovered a great, if unexpected, side-effect in that the games and colouring books really engage the girls and screens were being put down to play Jenga, use the Play-Doh, or blow bubbles. It is a happy space and the girls tell me that they feel better after being in there.

The room re-opens again after school, often a quieter time where we can really talk to the girls. We hold weekly ‘Cake and Chat’ meetings in there with our boarders and the girls have requested that it be open more in the run up to exams.

Feedback from parents has been extremely positive with one emailing to tell me how impressed she was that Cobham Hall treats the girls’ mental health as seriously as their physical health.

Later this year, we will open a quiet room

next to the Wellbeing Centre, where the school counsellor will also be based. We are continuing to develop and expand the extra-curricular programme and to tie this in with the Wellbeing programme being taught in the classroom. Finally, we will continue to hold student focus group meetings as we consider their voice vital in the future of this programme.





Creating a community



Elizabeth Gunn, Head of Marketing and Communications at Dollar Academy, believes a focus on care for the individual – and consistency of practice – makes for the best experience for boarders.

Founded in 1818, Dollar Academy was one of the world's first day and boarding schools to accept boys and girls from its inception, housing them in a variety of private establishments in the small town at the centre of which the school is placed. We now have three school Houses accommodating a maximum of 90 Scottish, UK and international pupils (balanced to ensure no predominant national groupings).

The building at the heart of Dollar is a striking neo-classical design by Scottish architect William Henry Playfair, complete with its famous "Whispering Gallery". The beautifully appointed boarding Houses are all listed structures on the periphery of the large, green and well-resourced campus, just below the Ochils hill range.

Boarding has always been a defining feature of life at Dollar and, over the last five years, the school has worked hard to provide what the Care Inspectorate have recently described as "sector-leading" standard of care. All three Houses have seen multi-million pound refurbishments and are fitted to an extremely high standard.

→ **This** investment has extended well beyond physical House refurbishment, with the introduction of a specifically-designed continuing professional development programme for staff at all levels. Each member of staff not registered with the General Teaching Council joins the Scottish Social Service register upon completion of certification in Care, and then follows a continuous in-house training programme.

Dollar employs over 30 boarding staff, led by Senior Houseparents Gill and Neil McFadyean, who have between them 30 years' experience of boarding house management. A powerful consistency is achieved through the way they co-ordinate and support other House staff. This is aided by several support staff working in more than one House, ensuring high standards and transparency of practice. Houseparents (significantly not "Housemasters/mistresses") live in boarding Houses with their own families, and are supported by a team of Assistant Housestaff, on-site medical and maintenance staff, and teaching House Tutors. The Rector and Deputy Rector also live on campus, and can provide further support.

Beyond care for the individuals and their parents (teaching Houseparents have significant timetable reductions to allow this), the focus is on creating a community of boarders. Joint activities between boys' and girls' Houses are encouraged at senior and junior levels, and whole boarding events are also run to develop the ethos. Individual choices are also fully catered for, and boarders are encouraged to develop wide friendships among the 300-plus day pupils who live in the local community, as well as to take part-time jobs – they may sign out at weekends to pursue their own interests.

Dollar's boarding is very effective in fostering considerable satisfaction for boarders and warm relationships among staff and pupils. Many families return generation after generation to become the latest additions to our 200-year-old history.



Micah Shepherd went to Scotland from Barbados, his first time away from home

"I had a lot to learn and get used to [things]. To make things harder, I was on my own – or so I thought. Any nerves soon disappeared after being warmly greeted by my Houseparents. Before long, I was chatting away to other boarders and eventually made numerous new friends – one of the perks of living amongst 40 boys.

"The boarding community is unique in that you have new experiences and gain a vast amount of knowledge. Each day, you find yourself engaging with people from other nationalities and cultures. I matured a lot during my first year here, more so than if I had stayed at home in the Caribbean. Being here has helped me become a much more confident and sociable person. As I near the end of my time here, I know I will take with me valuable life lessons and experiences that will help me in the future."

“

When I came to Scotland it was my first time away from home. To make things harder, I was on my own or so I thought.

”





Virtual vs real world – education technology in a traditional school setting

Schools and parents play a crucial role in how children learn to use technology effectively and safely. Saint Felix, Southwold, is a co-educational boarding school for pupils aged two to 18 celebrating its 120th anniversary this year. Headmaster James Harrison outlines the benefits and challenges of technology.

James Harrison
Head, Saint Felix School



1. Starting them young

We start with coding classes for Reception pupils and go right through to the creation of digital portfolios for A-level Photography students. ICT is a standard subject on the curriculum for all pupils from Pre-Prep through to Year 9, then it becomes a GCSE option. We ensure students are familiar with different software and hardware across the full curriculum and in enrichment activities, to facilitate learning and enjoyment, and improve performance.

2. Using technology to prepare for real-life

Within music classes we have a suite of Mac computers running industry-standard editing and composing software alongside a fully-equipped recording studio. These give students first-hand experience of what to expect if they pursue a career in the music industry. All Year 9 students write, record and mix their own songs using the program LogicPro, and have the opportunity to go on to study Music Technology at A-level. Students are given further opportunity to explore this topic at an extra-curricular music tech club, run by a multiple gold and silver disc winning producer. Not surprisingly, it's over-subscribed.

3. Tech for teachers

Hardware and software developments have brought significant changes for teaching staff. NFER assessments are now conducted on computer, which helps create comprehensive and accurate reports and is a great time-saver for teachers required to gather

ever-increasing amounts of data. We can produce seven-page reports on each child within minutes, rather than hours. That extra time gives us scope to work more closely with each child on developing their individual talents.

4. Keeping track

The Senior department utilises a program created by Durham University's Centre for Evaluation and Monitoring which we use as a tool for monitoring pupil progress individually and by cohort. The reports provide a target to measure progress, facilitate early intervention where a pupil may be falling behind, and allow for benchmarking between schools participating in the program, giving Saint Felix access to information that would not previously have been readily available. We have managed to streamline processes by collating information like pastoral logs, incident reports, trip lists, holiday and homestay timings electronically.

5. In loco parentis

Boarders must subscribe to rules on computer and internet use at the start of each year. These include a 'no tech' rule in the dining room, or after lights-out, enforced with zero tolerance. Internet access is allowed until lights out, which varies by year group.

One of the great benefits for boarders is of course the ease of access that they now have to family and friends using apps like Skype. We find it really helps our students to settle, knowing their parents are so close at hand if not actually physically present.

6. Managing the risks

Saint Felix is a small school with a family ethos: we all look to support one another practically and emotionally. The rise in online usage by teenagers has prompted us to run specific programmes aimed at equipping our students with the confidence and awareness to handle any related issues, plus offer support to fellow pupils who may be struggling to do the same.

7. Sharing is caring

Social media as an extremely useful form of communication, particularly with parents and our local community in Southwold. Our tweets and Facebook posts give parents a level of insight into school life that has never previously been possible. We manage these via a small number of senior staff who follow pre-agreed guidelines to ensure consistency, and offer a balance of content highlighting the academic and extra-curricular aspects of school life.

Developing technology in the education sector has an ongoing effect on the teaching landscape. We have a duty to our pupils to equip them with the necessary skills and knowledge to use it, and even help to create it in the future. More importantly though, we must teach them that it is only one part of their education and that any virtual world must co-exist with the real world.



A little bit of low-cost love



Everyone knows boarding houses are money pits endlessly eating up vital funds. Building new ones is cripplingly costly but doing nothing is not an option either.

ROBIN FLETCHER
CHIEF EXECUTIVE of the BSA
looks at ways of making things
nicer for boarders without
breaking the bank.

➔ **A lot of boarding houses accommodate around 50 boarders. This means that for the UK's 75,000 independent and state boarders there are around 1,500 boarding houses. Of these there are three types:**

Shiny new

Around five to 10 new boarding houses are built every year, either as additional capacity or replacing worn-out stock. The new ones offer increasingly university-like accommodation. Many are dubbed 'school Travelodges' but some are striking, distinctive or quite attractive, but not necessarily all at the same time.

Make over

Boarding house refurbishment is happening all the time. New common rooms, house kitchens, bathrooms, sofas, beds, carpets and fresh coats of paint. Keeping Victorian buildings nice and inviting is the boarding school equivalent of painting the Forth Bridge.

Forgotten

They are old, decrepit, forgotten and nobody is interested in spending money on them. But we still expect boarders to be happy in them and don't offer a discount for grotty rooms. Forgotten boarding houses exist in schools where the words 'making a surplus' is but a distant memory and the Bursar is the equivalent of a company administrator trying desperately to keep the business going. In such circumstances, new sofas for teenage boys to lounge about on to play PS2 during break time are strangely not regarded as a top priority. Ever.

Heads or Directors of Boarding accepting these crude categories will immediately try to work out what type of boarding houses they have. Knowing if you have any 'shiny new' ones is easy. Less easy is believing yours are in 'make over' category when in fact most of your houses are actually 'forgotten'.

Some boarding house improvement requires genuine cash. New boilers, roofs and floors are expensive. There are many things however that can make a huge difference to the look and feel of a boarding house which can be done on a very modest budget.



Picture courtesy of Clayesmore School



Here are five examples gleaned from a recent tour of the 'boarding estate':

Case Study 1

A girls' boarding house in the south of England has house activities for all boarders for an hour each evening. Once a week is craft evening where the girls rummage in an old trunk to make something to brighten up their boarding house. Working on the principle that you can never have too much bunting in a girls' house, the entrance, corridors and public areas are now festooned, really welcoming and have the look and feel of a May 1945 VE Day village hall party.

Case Study 2

Wanting a new TV stand for the girls' sitting room, one head of boarding in the South East headed down the junkshop to buy an old chest of drawers for a tenner. This became a house project for the girls, who painted it lavender pink and put segments of designer wallpaper on the drawers. The result looks fabulous, involved the house, taught the girls new skills and cost next to nothing.

Case Study 3

A West Country prep school with limited budget has made a junior dorm much homelier by painting one large wall sky blue, adding big fluffy clouds and big zzzz letters. All for the price of a couple of pots of paint and a little time and effort.

Case Study 4

Dark, gloomy corridors in a Scottish boarding house surrounded by trees have been lifted by huge, colourful murals painted by boarders studying art. Pure white doves on backgrounds of bright red and yellow lighten the mood and create a hugely positive visual effect.

Case Study 5

Like many in the sector, a northern boarding school has small dorms named after famous people. One better, in rooms like Darwin or Nelson, there are 3D murals on the wall painted by the art department. They look great and one even shows a cannon ball from a distant 18th century warship bursting through the wall. Great touch, cheap to do and a brilliant way to bring the room to life.

Each of these examples is small and arguably will not make a huge difference for a boarding house in dire need of a complete rebuild. But little touches in old boarding houses need not cost a fortune but can make all the difference.

BOARDER BEREAVEMENT

HELPING CHILDREN HANDLE LOSS

If a boarder lost a parent tomorrow would you feel prepared to best serve their needs amid crippling grief?

Estimates suggest 112 children lose a parent every day in the UK and by the age of 16 almost five per cent of young people will have experienced the death of a parent. It is therefore likely that in a boarding house of 60 pupils you have a couple of children in this position and sadly too many of us are woefully ill-prepared to support them.

Rebecca Jarrett
Housemistress, LVS Ascot

With family overseas you may be the one breaking the news. If you face this, find another adult to be with you, ideally a tutor, matron or someone they know well, and a private space where they will be able to sit for a time. The child may need to be pulled out of a lesson and will soon realise something has happened so get straight to the point and give them clear facts as you know them. "I am so sorry to have to tell you the worst news..."

They will have questions you may not be able to answer but they will want to know if the other parent is OK and probably want to speak with them or siblings. They may want a close friend to be with them, in which case it is also appropriate to pull them out of a lesson. Or they may prefer to be alone.

Practical arrangements will probably need to be made for the child to go home. It is wise to allow them to leave before calmly sitting their year group or House down to inform them. Friends will undoubtedly seek your advice about whether to contact the pupil – I would suggest a text message making it clear they are thinking of them but not phone calls. The remainder of the House may also be quite shaken and need time to process what has happened, particularly if the death was sudden or they knew the parent.



As school and its reassuring routines may be the only part of a child's life that does not change following a bereavement. We need to carry on in as normal a way as possible



The child may return surprisingly quickly, or may have longer away from school. You will need to take their lead on this but make sure teachers, sports coaches, medical and House staff – anyone they may have dealings with – is aware of the situation.

A school and its reassuring routines may be the only part of a child's life that does not change following a bereavement. We need to carry on in as normal a way as possible – yet the paradox is that for the child life will never be the same again.

Naturally schools vary in the way information is disseminated and where a child lost a parent before they joined the school that depends on what has been provided by the family or previous school. The information available to staff regarding this life-changing event may be as little as a paltry 'Mother: deceased' on a registration form regardless of how recent the event. As Houseparent a phone call to follow this up and try to find out sensitively a little more information would be prudent.

Boarders affected by the loss of a parent could be discreetly assigned an adult mentor in the House to offer additional support. This person could communicate key dates and anniversaries and be available if the child wants to talk about their mum or dad. It doesn't have to be a formal meeting – sending a text to say you're thinking of them on this particular date could make all the difference to their day. The Childhood Bereavement Network offers a series of postcards for the child to give key people (friends, teachers, parents) with quick pointers and ideas. A mentor could help the child create their own version or add key dates and information so these don't pass unnoticed. Our boarders must never feel that they have to hide their feelings.

A child's reaction depends on their age and developmental stage. Possible responses include:

- Withdrawal, sadness, anger and sarcasm
- Feeling insecure, regressing to a younger age and experience bullying or being bullied
- A lack of concentration leading to poor academic performance, or putting all their energy into work resulting in overachievement
- Feeling unable to talk to anyone at school about the deceased parent
- A need to get on with things and not make a fuss about crucial dates like anniversaries or the parent's birthday
- Experiencing silent trauma when caught off guard, perhaps by discussing inheritance or cancer in a biology lesson.

REFERENCES

Monroe, B., & Kraus, F., 'Coping with Death' in *Special! Autumn 2000*.

Parsons, S (2011) *Long-term Impact of Childhood Bereavement: Preliminary Analysis of the 1970 British Cohort Study (BCS70)*. London: Child Well-being Research Centre. CBN.

Childhoodbereavementnetwork.org.uk



Picture courtesy of Sherborne Girls



STEM or STEAM that is the question!



Kate Kettlewell
Tudor Hall's
Biology Teacher
and former Vet

What we choose to do with our lives comes from deep within, sometimes because of the seed planted at a very early age. Whether we achieve our goals is dependent on a combination of our innate skill set, our determination, resilience and hard work. My wide-ranging school experiences in the arts alongside being pushed out of my comfort zone and challenged to problem solve outdoors played an important role in launching my career as a scientist.

STEM (science, technology, engineering and maths) education is the integrated approach to these subjects where pupils are faced with real-world challenges, encouraged to think deeply and to problem solve. Pupils develop leadership skills, experience the power of creative thought, have vision and

→ innovate. For all young people joining the workforce in 2017, these are highly valued skills. The recognition of the role of creativity in problem solving and innovation has led to the latest acronym 'STEAM', where A represents the Arts.

Adding the A has generated much debate about whether our focus in education should be on STEM or STEAM. STEM subjects are without limits: around 50 new species are discovered daily, theories are challenged and overturned, algorithms and social media are inextricably linked. Suggesting that the Arts play no part in STEM learning is suggesting that STEM may be somehow contained in a box. So, while some push a motion for STEM, they may be missing the importance of communication and debate in scientific discovery and progress. Imagine now a science lesson conducted in the drama studio: pupils 'are' either Charles Darwin or Jean-Baptiste Lamarck and having researched 'their own' theories on evolution then debate as the two men. The learning is multisensory, engaging and memorable, fosters curiosity and enables pupils to take ownership. Here science learning is clearly facilitated by the Arts.

Just one Google of STEM and you will find yourself amid a worldwide goal to narrow the disparity between the number of women and men in the STEM workforce. This shortage of women is surprising as daily I am surrounded by girls who enjoy chemistry, biology and physics and link the study of science with what they have created in Food and Nutrition or with the medical condition of Dr Jen Warren, an Invictus athlete who recently spoke at Tudor's Aim Higher Conference. Having taught in a co-educational environment for the past 13 years at prep and secondary level, my experience sees more boys than girls 'sticking' with the raw sciences. We need to work hard to retain girls' interest and making them commit to study STEM subjects beyond 16. By integrating design, drama, art, literature, history in a STEAM approach, they too can be hooked. STEAM must be the 'hook' for girls and young women.

Integrating the Arts and STEM will capture the imagination of more young women and allow us to raise the number of women in this area at university and beyond. Understanding the role of creativity and science, mathematics and technology in solving the challenges facing society is critical and girls with flair in these areas hold the possible solutions. We need to help them understand this is where their futures lie. Our role as educators at Tudor is make sure our girls know that the only way forward is full 'Steam' ahead.

“
I am surrounded
by girls who enjoy
chemistry, biology
and physics and
link the study of
science with what
they have created
in Food and
Nutrition
”





Picture courtesy of St Mary's, Shaftesbury

The constancy of cha

Ceri Stokes
Assistant Head, Kimbolton School

I was asked recently how boarding had changed in my 12 years and without doubt the explosion of Wi-Fi and more choice on TV has had the biggest influence.

When I first started at Kimbolton, *Cosmopolitan*, *Sugar* and two newspapers were bought regularly for the girls to keep up to date and to relax. Cosmo was passed from 6th former to 6th former, ticking off their names when they had read it, so controversial topics wouldn't be seen by the younger years. Then a couple of years later I realised that the papers and magazine were still neatly folded in the drop-off point because teenagers now accessed information via social media. Staff started to have concerns over what boarders were doing in their rooms behind closed doors. We realised education and trust had to be the way forward.

We were already teach boarders as part of school's PSHE programme but also introduced, as a House community, using the older boarders to talk and support the younger ones. This calm attitude is what parents value, for them the mistake is the biggest issue in the whole world but as a housemistress, you have seen it before and know that we can move on.

Communication between the child and the parents is immediate now. Boarders are no longer isolated from parents, waiting for their turn on the pay phone or for letters. In fact the pay phone booth has been turned into a hockey storage room, due to lack of use. This was a sharp learning curve for me, when once an overseas boarder wasn't feeling well. While in her room I was asking all the normal questions to find out exactly what was wrong. She then started describing a certain type of rice dish that she would eat at home. I couldn't really understand what it was so asked a few more questions when suddenly the boarder's laptop started talking to me, explaining what this rice concoction was. Mum had been watching me the whole time via Skype!



me

*Connecting people and places
through intelligent design.*



See you at the
BSA Head's
Annual
Conference 2017

Visit us on
Stand 14

Speak to Envoplan for all of your school design and build requirements.
Since 1975 we have been creating inspirational learning environments.

Our process ensures a successful project outcome, every time:



Measure

To create a successful evidence based design, we need to survey and analyse your space. At the 'measure' stage we collect the data and facts.



Discover

The discovery stage is all about your people. Let us unearth the people-needs that exist in your space through structured feedback sessions and surveys.



Design

Our imaginative team will get to work to create a design that really works; for your students, teachers and everyone else that uses the space.



Build

Leave it to us. Our dedicated team of project managers, sub-contractors and furniture specialists will turn your vision into a reality.

**Contact us to request a copy of our latest publication:
'How to create an inspirational learning environment'**

WHEN I FIRST STARTED IN BOARDING 20 YEARS AGO AS A HOUSE TUTOR WE ALL USED TO CRAM INTO THE COMMON ROOM TO WATCH X-FILES IN SILENCE. NOW WE HAVE TO HAVE SILENCE FOR UNDATEABLES AND MADE IN CHELSEA. SLIGHTLY DIFFERENT CALIBRE OF TV, I THINK EVERYONE WOULD AGREE.



→ Evening viewing has also changed over the years. When I first started in boarding 20 years ago as a house tutor we all used to cram into the common room to watch *X-Files* in silence. Now we have to have silence for *Undateables* and *Made in Chelsea*. Slightly different calibre of TV, I think everyone would agree.

Watching *Embarrassing Bodies* with the 6th form boarders can be funny, but it almost always brings up topical discussions from breast sizes and what is 'normal' to checking moles for cancer. Being a housemistress you feel reassurance the girls are comfortable enough to talk these concerns through with you but it highlights how the role has evolved.

I feel less of a guardian and more of a counsellor. Maintaining boarders' good mental health can be a challenge especially with constant access to TV and Wi-Fi. While watching TV this weekend an advert came on discussing FOMO (fear of missing out), the constant pressure to be having fun. While we joked about this being an issue, each girls' phone buzzed giving status updates or messages from friends. But don't be mistaken, although draining, it isn't bullying and one-upmanship. One girl was having a bad day because she had been ill and missed a school trip yet when she showed me her timeline, it was full of positive messages and jokes.

Boarding in the Millfield 'village'

IT'S A MISCONCEPTION THAT BOARDING IS IN DANGER OF BECOMING AN ANACHRONISM AND THAT BOARDING SCHOOLS IN BRITAIN ARE IN DECLINE. MY EXPERIENCE AND THE FACTUAL EVIDENCE TELLS A VERY DIFFERENT STORY. UK BOARDING NUMBERS ARE HEALTHY AS OUR SCHOOLS ADAPT TO PROVIDE MARKET-LEADING EDUCATIONAL OFFERS TO YOUNG PEOPLE FROM HOME AND ABROAD. AT MILLFIELD THAT MEANS FOCUSING ON PROACTIVE PASTORAL CARE AND IN SOME WAYS BREAKING THE MOULD OF THE TRADITIONAL BOARDING STRUCTURE IN A COMMUNITY THE SIZE OF A 'SMALL VILLAGE'.



FOR A BOARDING COMMUNITY THE MOST IMPORTANT INGREDIENT TO SUCCESS IS THE PEOPLE WHO LEAD AND SUPPORT IT. THESE FORM THE PASTORAL NET INTEGRAL TO NURTURING AND DEVELOPING EACH PUPIL. A SIGNIFICANT PART OF THIS IS OUR WORK WITH THE BSA, WHICH LOOKS TO PROMOTE BOARDING EDUCATION GLOBALLY, REPRESENT THE MEMBER SCHOOLS IN CONVERSATIONS WITH GOVERNMENT, AND CRUCIALLY FOR SCHOOLS, OFFERS BOARDING TRAINING TO STAFF.

Andy Collins

Assistant Head (Housing), Millfield



UK boarding numbers are healthy
as our schools adapt to
provide market-leading educational
offers to young people from home and abroad.

”

We invest more in the training of our pastoral staff through the BSA than any other school, a huge indicator about the importance we place on pastoral care. This training has developed in recent years and can now assist matrons through to deputy heads by working with them on day seminars, or the BSA certificate courses.

Millfield has been represented on the certificate courses for some time. Experienced boarding staff are occasionally invited to join the BSA tutor team, a small band of professionals who deliver training and mentor candidates on

the course. Chris Seal (Deputy Head, Pastoral) is a BSA senior tutor and Craig Middleton (Houseparent of Warner) joined the tutor team in recent years. I was also fortunate to be appointed to the tutor team in 2007 and quickly learned the benefit of sharing and hearing about developments in boarding education as schools went through the explosion of social media and began to grapple with increasing awareness of mental health issues in schools.

Recent years have seen considerable strengthening of our links with the BSA. In any given year 14 members of staff attend

ongoing BSA training on areas including mental health, e-safety and working with parents.

Staff have the expertise to deal with anything from homesickness, through bereavement to eating disorders, as well as the more everyday challenges adolescents face, such as relationship issues and time management. I believe the outcome of this focus on staff development is directly reflected in the wellbeing and levels of achievement of our pupils.

synergia
COACHING

Awaken, Unlock, Achieve

...with ILM accredited courses bespoke to your School

Would you like to embed a coaching culture within your School?

Our work nationwide enables individuals to understand how to work effectively with their colleagues, teams, pupils and parents.

■ **ILM Level 7 Certificate in Executive Coaching & Mentoring** – Cohort 4 begins June 2017 in Birmingham.

■ **ILM Level 5 Certificate in Coaching & Mentoring** – tailored to your requirements and delivered by our experts on-site at your School.

Synergia specialise in working with Independent Schools at all levels, developing Leadership and Management skills from HOYs, HODs, House Parents and the Senior Leadership Team and delivering outstanding results at INSET days.

Find out more in our comprehensive Course Guide for Independent Schools

For more information visit www.synergiacoaching.co.uk
e: clare.barnett@synergiacoaching.co.uk t: 07909 962916



Synergia offer bespoke ILM accredited Coaching and Mentoring programmes for staff working within Education
BOOKING NOW



Key steps to a successful school coaching culture


Coaching has become part of leadership and management language. But how can schools embrace it as part of their culture?

The first step is to understand how to achieve the 'Vision' for the school. It is imperative to align any coaching strategy to the School Development Plan ensuring coaching is at the heart of everything a school does - from conversations with teams, conducting performance reviews, or managing challenging conversations with staff, pupils or parents.

There are seven clear steps in *Peter Hawkins' model* for introducing a coaching culture:

1. Be clear about what you want to achieve. Use external coaches wisely to meet specific requirements and learn from their expertise.
2. Identify how your school will embrace coaching – will managers be coaches, will coaching be used to manage the crisis, or to drive the change, or as a developmental approach for staff?
3. Actions speak louder than words. School leaders must actively support coaching endeavour in all they do and how they do it. They are leaving behind command, control and coerce and embracing coaching.
4. Schools need to be learning organisations. This means embracing coaching in the way the whole school works together. The first approach is always one of asking questions, listening acutely and providing constructive and considerate feedback.
5. Embedding coaching takes time. Some new processes are easier than others.
6. Coaching as a management function frequently requires outside support to find the new way of working.
7. Coaching becomes how we are known by all our stakeholders. It is embraced at all levels within the school, and becomes the leadership brand and USP.

Clare Barnett is Founder and Managing Director of Synergia Coaching.
Visit www.synergiacoaching.co.uk Tweet @synergia_coach

A photograph of three young men sitting on a green lawn in front of a large, multi-story stone building with several windows. The man on the left is wearing a dark grey long-sleeved shirt and black shorts. The man in the middle is wearing a blue and green sports jersey with 'BLR' and 'KINGWESTON' on it, and grey shorts. The man on the right is wearing a dark green t-shirt with 'MILLFIELD' on it and grey trousers. They are all looking towards the man in the middle, who is holding a pair of black and white sneakers. The background shows a clear blue sky and some greenery.

→ Our recent ISI report remarked on our “committed and thoughtful” boarding provision. We also gained valuable insight from parents surveyed who highlighted the “happy and close-knit environment” and that boarders were “made to feel at home immediately”.

Another key element to the vibrancy and success of boarding at Millfield is the pathway of growth and development for each individual pupil as they progress through the school. As part of Nine at Millfield, pupils join Year 9-only houses, before transitioning to a senior house in Year 10. This journey eases integration into our community as the Year 9s have higher ratios of staff to pupils, and a specially tailored Positive Education programme that helps to equip them further for boarding life. Once they join their vertical houses the pupils have had ample opportunity to develop strong peer relationships. These serve to bind the houses together ensuring the cohesion of the broader pupil community and fostering a stronger sense of school identity.

Flexibility is another aspect of the provision which supports the needs of the 21st century boarder. Gone are the days of all exeat days being fixed in the calendar. With one exception in the autumn, pupils are free to take up to three termly exeat days on weekends of their choice allowing our pupils and their families to weave their own commitments into the busy life of the school. But due to the size of our boarding community there is never a quiet weekend, and the pastoral staff ensure the programme of social activities is rich and varied. From coasteering to high ropes, regular cinema trips to pizza nights, the Houses provide a plethora of opportunities for pupils to enjoy. Boarding life is certainly never dull – and the future for boarding is bright indeed.

Leaving home



To all things there is a season...
 notes on leaving a Boarding House,
 by James Jones, Senior Boarding Houseparent
 at Bromsgrove School



Leaving won't be easy. For me, seven wonderful years as Houseparent at Bromsgrove School comes to an end soon; pastures new and a new role await. For the House a new hand at the helm will mean new ideas and a fresh take on things and I don't feel embarrassed to say that a change in leadership can be healthy for schools and boarding houses.

There are practical measures to help this transition – clear staff handbooks, fully documented processes and procedures for everything from handovers and House events to House rewards will, I hope, be beneficial to the next incumbent of Housman Hall

and save reinventing the wheel. I am also fortunate in the knowledge that Bromsgrove School will appoint Housman Hall's next Houseparent from within the current common room.

It is comforting to think that I will be able to spend time with the incoming Houseparent and they will have knowledge of the House and the school. It will, of course, be useful to them as well. Taking on a boarding house for the first time is always an exciting, if somewhat daunting task. Looking back over my time, I wonder what I would have told myself as I threw myself into the job?

→ **First**, I would remind myself to invest in my team and to trust them, building a team of tutors who understand the type of House you wish to run and how that can be achieved is an investment with immeasurable dividends. Giving them an understanding of your vision and philosophy of pastoral care can be almost as important as giving clear guidance on procedures and routines. Once this is established maximise their potential. Boarding teams need to be led and your leadership and the example you set can determine the success of the house but many also wish to express their creativity and follow their passions. Tutors who bake, run quizzes, co-ordinate wellness sessions or take House trips to sports fixtures are those who feel valued and who in turn have bought into your mission for the house. These tutors are worth their weight in gold.

Second, and on this I know that I probably wouldn't listen to my own advice, I would stress to any new Houseparent the importance of paying attention to oneself. Living in boarding is one of the greatest jobs you can do but you're at your best when you, as a person, are the best version of yourself. Protect time with your family where you can, ring-fence that hobby that makes you jump out of bed with a spring in your step; it doesn't matter if it is mixed martial arts or model trains. Sleep. Try to get in the rhythm of having a few early-ish nights a week. You'll need it in the long run. Try to make sure you take time away from the House as well. A long walk, a meal with a loved one or time in the gym can do wonders for your ability to decompress and help you separate your time between your work and home

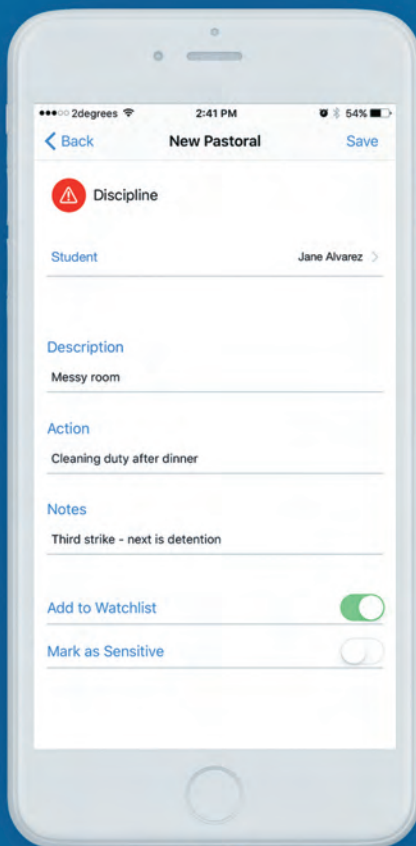
life. My refusal to make use of online grocery shopping originated, in part, from the knowledge that the half hour I spend trudging around the aisles allows me to switch off from the pressures of the day and to start again when I get back to work. Hey it's not glamorous but it's true!

Finally, I would urge all new Houseparents to devote time to thinking about the House they wish to build, what they wish to achieve and by which principles they will be led. It is easy in the busy world of boarding to deal only with the here and now without taking the time

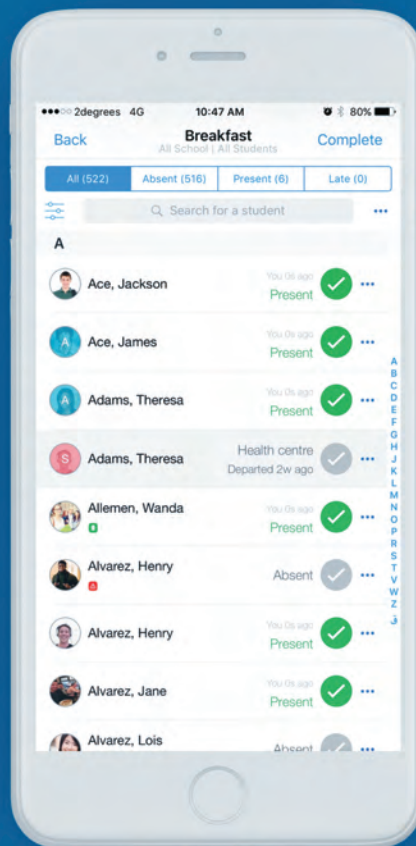
to reflect upon its deeper significance. Every challenge we face in boarding, every mistake a young person makes growing up, every competition or event you host and every time you address your wards you could be a manifestation of what you believe and what you want your house to be... being able to help shape the character and lives of young people is a great and grand thing and being a boarding Houseparent is a unique opportunity in that respect. Surely there can be few greater things?



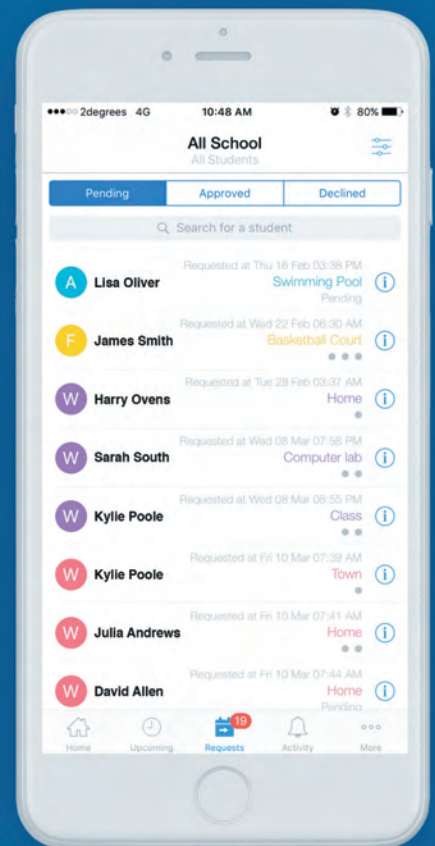
Boarding School Security doesn't have to be ugly.



Pastoral



Roll Calls



Exeats

Visit go.boardingware.com/bsa-demo

Specialist manufacturer of educational furniture

SCHOOL LIFE!

A Home from Home



Taunton School



Bromsgrove School



Rugby School



Haberdasher's Monmouth School for Girls

Accommodation | Classroom
ICT | Library | Seating | Storage
Dining | Study | Laboratory



FURNITURE



Witley Jones Furniture

Beech House, Barracks Road, Sandy Lane Industrial Estate, Stourport-on-Severn, Worcestershire DY13 9QA

T: 01299 828888 E: enquiries@witleyjones.com www.witleyjones.com



Boarding Fellowship Award 2017-2018

**NICOLA MANN FROM
THE ROYAL HOSPITAL
SCHOOL, IPSWICH WINS
THE BOARDING
FELLOWSHIP AWARD
2017-2018**

Nicola Mann, Housemistress and Head of German from The Royal Hospital School in Ipswich is the 2017 winner of the Boarding Fellowship Award.

Launched in 2016, the Boarding Fellowship Award gives an experienced senior member of the boarding community the opportunity to undertake a unique research opportunity.

Nominated by Headmaster Simon Lockyer, Nicola's research is titled: 'How to effectively embed and develop soft skills within the boarding environment, with a focus on commitment and challenge?'

As part of her research Nicola will visit 10 boarding schools to collate her data, analysing the different schools and their boarding provision.

Instilling YORKS GRIT

Charles Ellison
Headmaster, Scarborough College

Departure from my native Yorkshire for university in a previous millennium was carried out with carefree abandon and led to a blessed career within educational roles across the UK and abroad, but never back home in God's Own Country. The chance of a first headship on the Yorkshire coast at Scarborough College was therefore enticing.

Over the years, assimilating with the professional and cultural nuances of contrasting locations such as Madrid, Pangbourne, Nairobi and Guildford, one begins to tune-in a little more consciously to how the surroundings, local societal norms and customs and above all attitudes, affect the ways in which children develop and learn. Thus, as a product myself, I was immediately struck by the obvious differences within my new northern context and situation: parents seemed very straight-talking (brutally so on occasion!), children seemed hardy and materialism seemed a little less evident. There were plenty of exceptions to this rule but on the whole I could sense levels of natural resilience, toughness, geographical connection, strength of character and determination that I hadn't experienced to the same degree in other locations.



HIRE

Acknowledging this publicly seemed akin to stereotyping, but it couldn't be ignored. Instead, it excited me. Aren't these the very attributes we independent schools are famous for, that every school desires

from its experience and every parent from their investment? Why aren't we making the most of this positive genetic predisposition and how do we promote and nurture it further – especially among

our non-Yorkshire boarders who hail from no less than 21 separate countries? And so, the Yorkshire Grit course was born. The term derives from the sandstone of the area that was throughout time been



→ used for grinding corn and for building houses and unforgiving factories. Its solidity, permanency and immovability have become synonymous with the character of Yorkshire folk. Harsh winters, economic depressions, tough social conditions and the oppression of workers in the factories and mines of the area have instilled this grit steadily over centuries. The caricature of the tough, plain-speaking Yorkshireman is known by all.

Yorkshire Grit involves pupils being taken off-timetable for a whole afternoon every week to engage in environments that will extend them beyond their comfort zones, will test their nerve and challenge them both mentally and physically. The research into the importance of grit

to achievement in education is well-documented, so making it a timetabled lesson seemed very natural. Pupils spend their afternoons building rafts to sail across lakes, learning to surf in the North Sea, rock climbing, kick-boxing, being put through bootcamps and being made to understand how to cope when the elements become extreme. They are even thrown into public speaking – that environment feared most by all pupils it would seem.

With the beautiful coastline on our doorstep and the North York Moors and Yorkshire Wolds at our backdoor, we are not short of inspiring external classrooms. It's simply a case of exposing our children to the natural phenomena which created the values and virtues of their

“
With the beautiful coastline on our
doorstep and the North York Moors and
Yorkshire Wolds at our backdoor, we are not
short of inspiring external classrooms.
”





forefathers. These challenges are tempered by concurrent courses in mindfulness, stress-management and well-being to ensure our children better understand the rapidly changing world around them, therefore allowing their innate Yorkshire Grit attributes to evolve.

We are arming them to cope with the strains of a world that looks very different to that I left behind when I finished my own Yorkshire education. It is all too easy to apply a blueprint educational experience – prep, senior, boarding or day – based on that which is going on in other schools. But ultimately I feel sure that for pupils to grow and develop as fully as possible they need to be in-tune with the society and culture in which they learn. A globalised world demands the attributes of cultural understanding and empathy.

Furthermore, as the world races ever faster it seems increasingly important all children must have strong roots to help them to remain upstanding when life throws its worst in their direction.

Beyond the countless benefits this latest addition to our timetable has provided to our pupils, it has also established very firmly what is most important to us as a school: that pupils leave us judged on the people they have become during their time under our care and not simply on the certificates they hold in their hands.



“
Pupils leave us judged
on the people they have become
”



Making boarders feel at home

“

We had one student who struggled with homesickness initially but played with the housemistress' dog each night before bed; this helped her to overcome her anxiety.

”

Boarding schools happily cite the phrase 'home away from home'. But what does this really mean and why is it so important to a boarding community? **Rebecca MacKay, psychology teacher and Housemistress of Magdalen House at New Hall School** explains how creating a home environment is about fostering the same atmosphere a boarder would experience with their family.

Though décor may seem a low student well-being priority, it is a vital when striving to create a safe and homely boarding environment. Imagine returning home at the end of the day to a cold, bare house and the feelings this would evoke. It is the same for our boarders, younger students visibly benefit from access to teddies and seeing their own artwork up on the walls. Older students really appreciate that House staff have taken the time to support their recent rugby game on a cold Saturday morning and have put up a photograph from the match in the common room to share with the House community. Uplifting and motivational quotes on the walls can perk up a student feeling demotivated and tired towards the end of a long term.

Adapting the décor and fabric of the House provides the ideal opportunity to demonstrate and remind students that

House staff care, by highlighting key moments from their boarding and school experience. Examples of this include House prefect boards in communal areas, displaying framed photos of students enjoying a weekend trip or evening activity or showcasing a superb piece of artwork produced by a student in the House.

Parental figures are fundamental to creating a homely environment and providing a familial side to the boarding experience. Historically, we often hear about boarding schools with the Housemasters or Mistresses and Matrons doing their duties from the privacy of their quarters, only to be disturbed in an emergency! Today's reality is a stark contrast to this, with thriving boarding schools ensuring House staff are on hand always to support with studies, pastoral issues or just to have a chat at the end of

→ a busy day. Similarly, when we sit down for a meal each day, our House staff will sit amongst the boarders to encourage healthy eating habits, positive social interaction and good table manners. This helps build strong relationships in the House community and increase the students' rapport with staff and their peers. It also allows the opportunity for staff to keep an eye out and address any important changes in behaviour, such as a student eating less or being more withdrawn.

This brings us on to boarding house 'siblings' – the brothers and sisters boarders have, who are not connected by blood but through their experiences and support for one another. In the 10 years I have worked in boarding, boarders develop unique relationships with peers in their House that are different from typical school friendships. It is a touching moment when you see a sixth former comforting a preparatory school boarder and speaking to them about their own early days in boarding, to reassure them that it does get easier and that they will eventually grow to think of going back to their boarding House as, 'the best part of the school day'. These relationships should be fostered through mentoring, buddy systems and boarding activities with different age groups so the boarding community feels special and united in their experiences.





“It is a touching moment when you see a sixth former comforting a preparatory school boarder and speaking to them about their own early days in boarding”



UNIFORM & SERVICE THAT STANDS OUT

Experts in creating distinctive designs using quality fabrics for the UK's leading schools.

Tailored sales channels for a first class customer service experience.

STEVENSONS

EST. 1925

SCHOOL UNIFORM OUTFITTERS

WWW.STEVENSONS.CO.UK

SECRETS TO A SUCCESSFUL SCHOOL TRIP ABROAD

School trips give students a fantastic chance to learn and become more independent.

Two key points for a trip are what students, SMTs and parents will take away and possible problems that might be encountered.

As a trip co-ordinator you will want to ensure the trip is suitable for your students. Specialist suppliers can help schools 'tailor-make' a trip, and cover important areas such as risk assessments, emergency plans, insurance policies and a pre-trip inspection visit.

Once the trip has started, using a local, responsible chaperone can reduce stress levels and put you at your ease by dealing with the logistics so you can relax, enjoy the trip and spend that vital bonding time with your students.

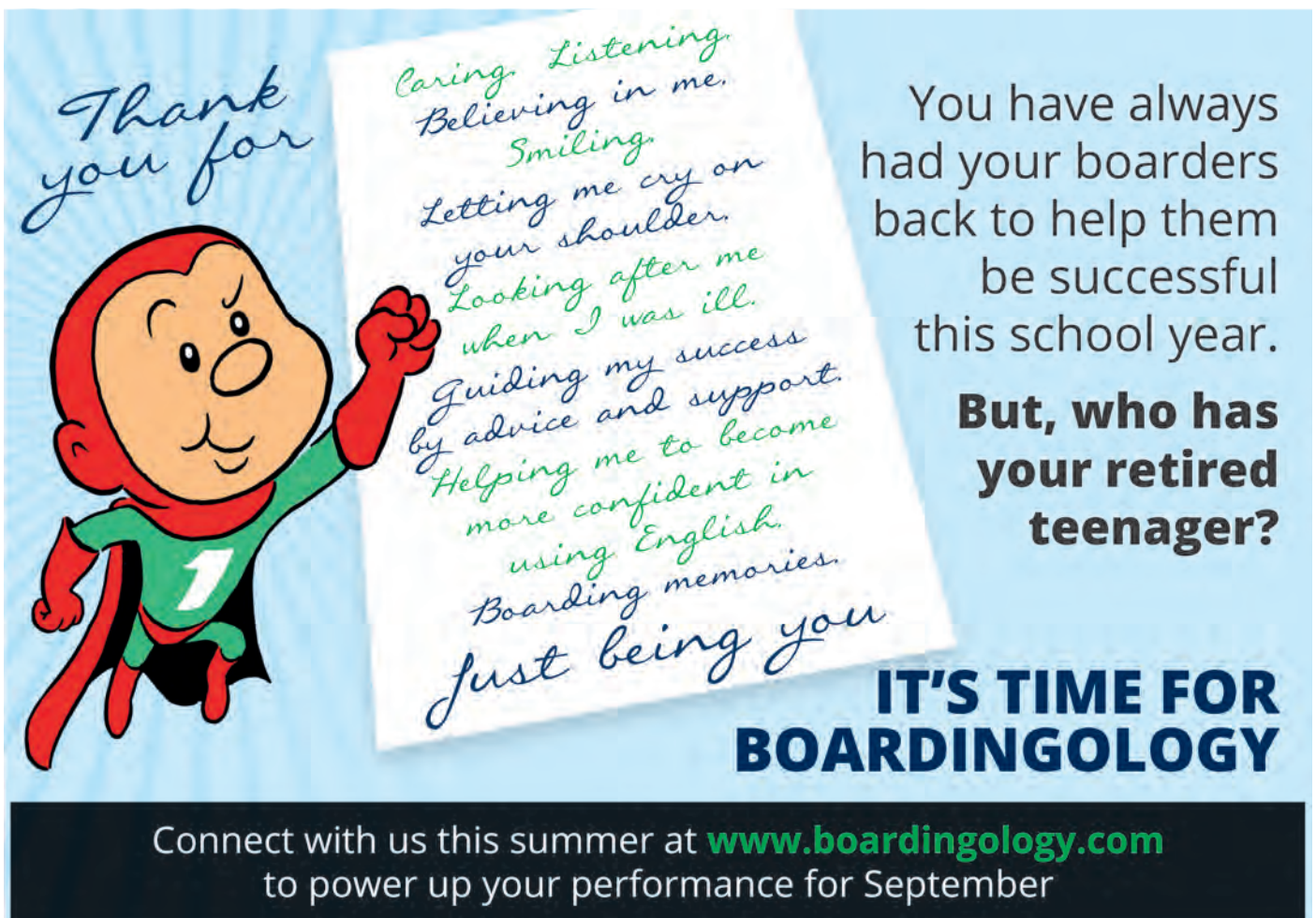
Students and educators sometimes disagree on what constitutes a successful

school trip. An experienced tour provider can help bridge that gap using their knowledge to design the programme that satisfies all bases. A successful trip is usually one where students can spend enough time with friends and enjoy exciting activities and day trips, but also pushes them in the tour's main educational goals. A great trip must always be a positive influence on children by inspiring them to further study and personal-development after the trip.

Parents' likely concerns will be safety, educational value and price. Popular destinations like Disneyland Paris or Barcelona are great fun but they aren't

necessarily suitable for a school trip. Disney will not offer an immersive and interesting cultural setting for language learning. Barcelona is a large and expensive city, and the need to take the metro means it is complicated to guarantee the safety of a school group. Perhaps most importantly, these locations are so popular that the students will likely visit them at some point in their lives anyway. For an unforgettable and invaluable school trip, look for an experience your students won't have had before, market your idea to the parents, and see the permission slips flood back in!

Spark Spanish – Spanish Tours Schools
www.spanishtours.com



Thank you for

Caring
Listening
Believing in me.
Smiling
Letting me cry on your shoulder.
Looking after me when I was ill.
Guiding my success by advice and support.
Helping me to become more confident in using English.
Boarding memories.
Just being you

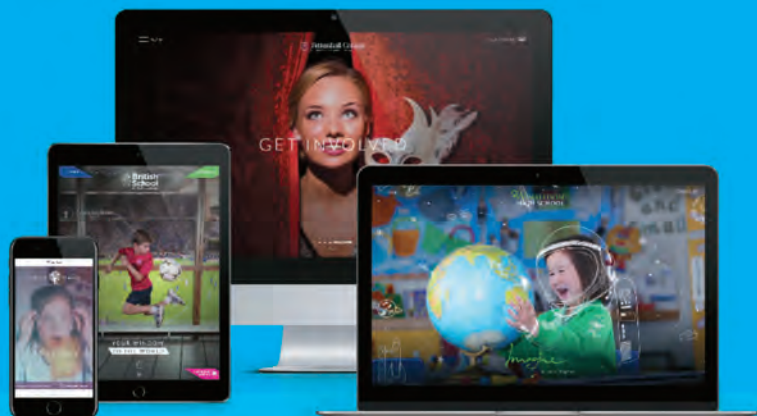
You have always had your boarders back to help them be successful this school year.

But, who has your retired teenager?

IT'S TIME FOR BOARDINGOLOGY

Connect with us this summer at www.boardingology.com to power up your performance for September

Is your school marketing **STAND OUT**, not just outstanding?



WEBSITES

"Say NO to templates"

We craft beautiful, bespoke, 'story-led', and technically robust responsive school websites.

INVITE US TO PITCH

WOW@INTERACTIVESCHOOLS.COM

CREATIVE

"Let those creative juices flow"

We craft stunning, immersive marketing campaigns that work across digital, social and print

ARRANGE A CALL

TEL: + 44 (0) 1494 630 494



SOCIAL

"The Storyteller"

We deliver social media strategies, social reporting, analytics, content #Blueprints, and support staff training to make it happen.

REQUEST A PROPOSAL

DM TWEET US @INTSCHOOLS

BUT WAIT, THERE'S MORE...



Social media
training



Digital
signage



PPC
/SEM



Google
360 VR



HTML
newsletters



A better way to pay

The credit facility* which lets parents pay monthly

SFP is the convenient and manageable way for parents to pay school fees and extras such as music tuition and school trips.

We take all the costs and spread them into regular monthly direct debits, while the school gets paid in full, upfront by us.



YOUR MONTHLY PAYMENT OPTION

BROUGHT TO YOU BY
SCHOOL FEE PLAN

Key benefits to schools include:

- An alternative payment solution to parents while still receiving payment upfront each term
- Reduced administration as SFP collects the fees
- It is simple and free to set up and completely paperless via our online management system
- Improve cash flow



To find out more and sign your school up for the facility call or visit our website

01372 746 006 | www.sfpschoolfees.co.uk

*Credit is subject to status, terms and conditions apply. School Fee Plan is a trading name of Premium Credit Limited.
Registered office: Ermyrn House, Ermyrn Way, Leatherhead, Surrey KT22 8UX. Registered in England and Wales under company number 2015200.
Authorised and regulated by the Financial Conduct Authority.

National Boarding Week

**June 19-25
2017**

Celebrate boarding
get involved!

#iloveboarding

In June the Boarding Schools' Association is hosting **National Boarding Week**. A week of fun activities designed to celebrate and promote boarding schools and communities around the world. Schools are invited to take part in the BSA national events and are also encouraged to arrange their own celebration activities! Let BSA know your plans, we'd love to hear from you and see your photos! Happy boarding! **#iloveboarding**

Go Green for Barnardo's

**Monday
19 June**

Green for the day
in mufti and pay £1
to the BSA charity
Barnardo's

Tweet **#iloveboarding**

Please send mufti
collections to BSA who will
collate all school funds
and forward the full
donation to Barnardo's.
Schools will receive a
certificate of participation.

Boarding Bake Off Competition

**Tuesday
20 June**

Boarding Bake Off Final:
Hospitality and
Catering Academy
South Thames College
London Road, Merton
London SM4 5QX

GUEST JUDGES:

James Tanner, Celebrity Chef
Robin Fletcher, CEO BSA

PRIZES:

**THE BOARDING BAKE OFF
CHAMPION WILL WIN:**

- Kitchen Aid
- Masterclass with a Sodexo Pastry Chef
- Signed James Tanner Cook Book
- Sodexo Baking Kit

**BAKERS
ENTER NOW!**

Sponsored by

independents
by sodexo

**For more information
please contact: bsa@boarding.org.uk**

boarding Week

June 19-25, 2017

bsa@boarding.org.uk
www.boarding.org.uk

State Boarding Day

**Wednesday
21 June**

We encourage all state boarding schools to host open days at their schools to showcase what life at a state boarding school is really like.

sbf | STATE BOARDING FORUM
Part of the Boarding Schools' Association

Big Boarding Walk

**Thursday
22 June**

Pupils and staff are asked to support BSA's charity by organising a big boarding walk. Pop up some posters, spread the word on Facebook, Twitter and invite parents to join in too.

Big Boarding Sleep Over

**Friday
June 23**

We encourage day students to stay over to experience a taste of what life as a boarder is really like.

Tweet pictures to **#iloveboarding** and together let's create the biggest ever sleep over across the country and around the world.

Big Boarding Sing

**Saturday
June 24**

For the second year running the Boarding Schools' Association aims to bring together the biggest boarding choir EVER!

**Register now
to take part**

Barnardo's Store Wars

**Saturday
24 June**

Store Wars is an incredibly exciting team challenge where teams of six to ten pupils will take over a Barnardo's store for a day and compete with another team to increase sales by as much as possible.



Enjoying the Easter stay-on

MOST BOARDERS look forward to the Easter holidays when the days are warmer and lighter and spring is getting started. Choristers are no different, except for them, at some point in the break (whenever Easter falls), they will return to school for the Easter 'stay-on'.

At St George's School, Windsor Castle, the choristers – all aged between 9 and 13 – sing at services leading up to Easter and on Easter Sunday itself. However, it's not all hard work. In-between the services and rehearsals there are activities, trips out and time to play. In the past, this has included the cinema, go-karting, baking, dog walks, or simply time to play with friends in the school grounds, which are nestled in beautiful surroundings next to Windsor Castle.

Depending on when Easter falls in the holidays, the 'stay-on' could start as soon as term finishes, and lasts until Easter Sunday evening. Last year the term ended the day before Good Friday, so the choristers stayed and had a short but busy time!

Typically, the stay-on runs for four nights and five days. All the choristers board during term time, so they are used to it, and although some rules still apply during the stay-on, everyone is a bit more relaxed; with no school to get up for, mornings are a bit more leisurely with lie-ins. Although the stay-on cuts into holiday time, the boys enjoy it. As one remarked in the Christmas stay-on (yes, our choristers and staff are here for the festive period too!): "It's all the fun bits, singing,

friends, and activities, without the school work and early mornings – brilliant!"

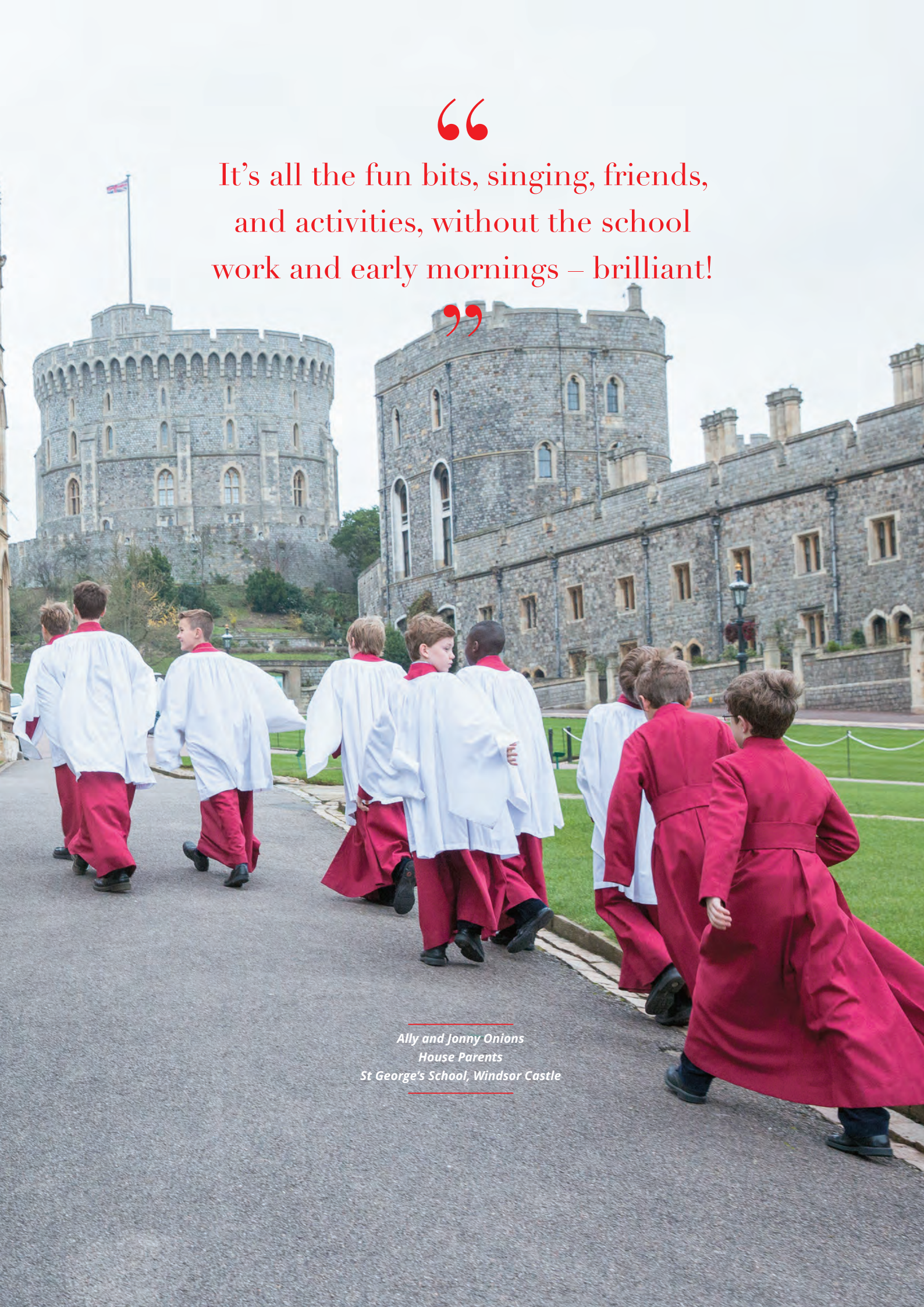
Easter Sunday is an exciting day. After the morning service, there is a huge family lunch at the school for the boys, their parents, grandparents and siblings. This is a great social event and time for everyone to catch up. The Easter Bunny will also have popped in and delivered a basket of Easter eggs bearing the name of each chorister.

After being well fed, and having had some time with family over lunch too, the boys sing one more service, before going home to finish their well-earned holidays.

“

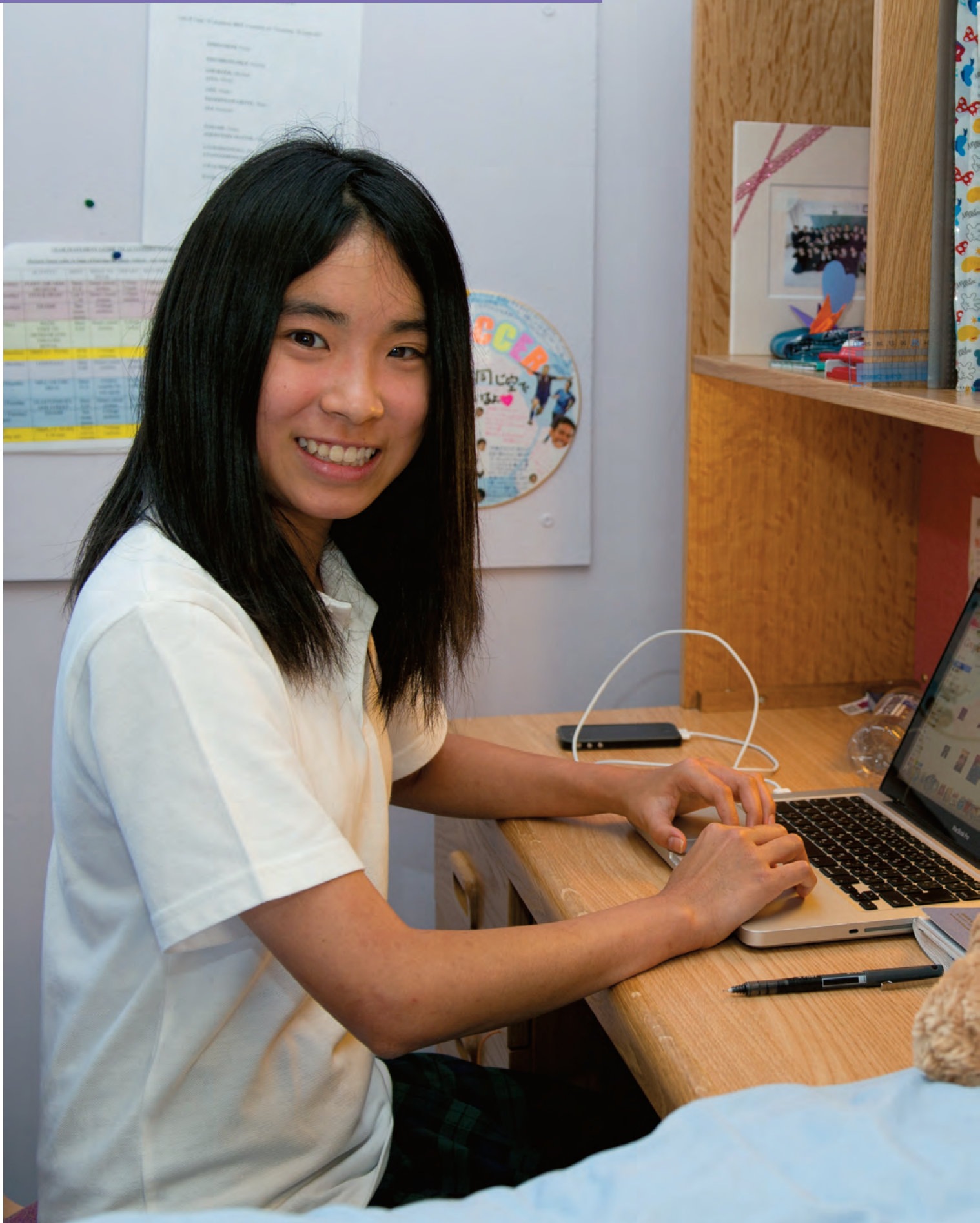
It's all the fun bits, singing, friends,
and activities, without the school
work and early mornings – brilliant!

”



*Ally and Jonny Onions
House Parents
St George's School, Windsor Castle*

A SPONSOR'S DUTY





Aegis is a Greek word meaning shield or protector. The Association for the Education and Guardianship of International Students – acronym **AEGIS** – is therefore aptly named.

As **Executive Officer Yasemin Wigglesworth**

explains, **AEGIS** has been protecting young overseas students at school in the UK since 1994.

➔ Just imagine sending your beloved child to be educated thousands of miles away in the care of strangers, in an environment and culture very different from your own. What a brave leap of faith! The parents choose the school they perceive will be best for their child and conform to the school's requirements of appointing an educational guardian to represent them and their child in the UK. So far, all the right steps have been taken, and the parents can rest assured that their child is in the best possible care always while in the UK. For schools to have a Guardianship Policy is one thing, but the need for schools to be knowledgeable about the bounds of their care and responsibilities is more involved than they might expect.

When a parent appoints a guardian, the school is also reassured that measures exist to protect the student at travel times, exeat weekends, half-terms and so on, because the appointed guardian's job is to oversee that care is appropriate and safe.

As a Tier 4 Sponsor, the school should be aware of the Sponsor Guidelines. *Paragraph 3.26 (Document 2) states that: Sponsors who recruit a child under the age of 18 must ensure suitable care arrangements are in place for them in the UK. This must include arrangements for their:*

- a) travel*
- b) reception when they arrive in the UK*
- c) care while in the UK.*

So, the question here is **"How secure is the school in knowing that the guardian chosen by the parent is acting appropriately in dealing with standards of care, for which the school is ultimately responsible for?"**

If a Tier 4 sponsor school is to fulfil its duties by the UK Visa and Immigration Service under paragraph 3.26 (c), how can it do so when it is not fully in control of the out-of-school care arrangements for a child?

Parents are theoretically free to choose whomever they wish as the guardian for their child. The parents pay the piper. But what if the chosen guardian does not meet the child protection standards expected of the school? What if the chosen guardian is unreliable and inconsistent?

Who will suffer? The child, of course. But unfortunately, the sponsor school will also have to bear responsibility for any safeguarding issue regarding that child, and may therefore be at risk of losing its sponsor licence. This is a fact and not something to dismiss.

Any sponsor school is only too aware of the minefield it must negotiate to remain compliant under UKVI regulations. In addition, detailed policies and procedures are crafted to assuage the myriad of statutory requirements imposed on the school for the welfare of the child. But here lies the paradox: the school is ultimately responsible for the welfare of that child out of school, with its duty of care, yet it cannot exercise full control over that care whilst the child is under the auspices of the guardian.

AEGIS exists to support schools and Guardianship Organisations to promote the welfare of overseas boys and girls studying in the UK. ISI and OFSTED-trained inspectors collaborating with **AEGIS** have developed a framework for the rigorous inspection and ultimate accreditation of Guardianship Organisations. By seeking to uphold the highest level of care of overseas students in accordance with a strict code of practice and current Child Protection legislation, **AEGIS** endorses those Guardianship Organisations which want to be recognised by students, parents and schools as offering a protective shield beyond reproach. For the school the risk of losing its sponsorship licence is only too real. Ultimately this could be catastrophic for the schools involved whatever the size of their international student cohort.

Therefore, it is not only the student who needs safeguarding, it is the school and its boarding provision as well.

“

The sponsor school will also have to bear responsibility for any safeguarding issue regarding that child, and may therefore be at risk of losing its sponsor licence

”



BSA MEMBER LIST

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

Roedean School
Rookwood School
Rossall School
Royal Alexandra & Albert School
Royal Grammar School
Royal Russell School
Rugby School
Ruthin School
Rydal Penrhos School
Ryde School with Upper Chine
Rye St Antony School
S. Anselm's Preparatory School
Saint Felix School
Saint Ronan's School
Salisbury Cathedral School
Sandroyd School
Scarborough College
Seaford College
Sedbergh School
Sevenoaks School
Sexey's School
Shaftesbury School
Shebbear College
Sherborne Girls
Sherborne International
Sherborne Preparatory School
Sherborne School
Sherfield School
Shiplake College
Shrewsbury School
Sibford School
Sidcot School
Sir Roger Manwood's School
Slindon College
St Andrew's Prep, Eastbourne
St Andrew's School, Pangbourne
St Catherine's, Bramley
St Christopher School
St Clare's, Oxford
St David's College
St Dominic's Priory School
St Edmund's School Surrey
St Edmund's College Hertfordshire
St Edmund's School Canterbury
St Edwards School
St Francis' College
St George's School, Ascot
St George's School, Harpenden Academy Trust
St George's School, Windsor
St Hugh's School
St Hugh's School, Lincolnshire
St John's College
St John's College School
St John's Beaumont
St John's International School
St John's School, Leatherhead
St Joseph's College
St Lawrence College
St Leonards School, Fife
St Margaret's School, Bushey
St Martin's Ampleforth
St Mary's Calne
St Mary's School, Ascot
St Mary's School, Cambridge
St Mary's School, Shaftesbury
St Paul's School
St Peter's School
St Peter's School, York
St Swithun's School
St Teresa's School
Stamford Junior School
Stamford School & Stamford High School
Stanborough 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
Swanbourne House School
Talbot Heath School
TASIS, The American school in England
Taunton Preparatory School
Taunton School
Taverham Hall Preparatory School
Teikyo Foundation
Terra Nova School
Terrington Hall School
Tettenhall College
The Chorister School
The Downs Malvern College Preparatory School
The Duke of York's Royal Military Academy
The Elms
The Five Islands School
The Godolphin School
The Hammond School
The Harefield Academy
The King's School, Canterbury
The Leys School
The Mary Erskine School
The Mount School
The New Beacon School
The New Eccles Hall School
The Oratory Preparatory School
The Oratory School
The Park School
The Pilgrims' School
The Prebendal School
The Priory Academy LSST
The Purcell School
The Read School
The Royal Ballet School
The Royal High School, Bath
The Royal Hospital School
The Royal Masonic
The Royal School Armagh
The Royal School Dungannon
The Royal School Haslemere
The Royal School Wolverhampton
The Skegness Grammar School
The Thomas Adams School Shropshire
The Wellington Academy
Thornton College
Tockington Manor School
Tonbridge School
Trent College
Tring Park School for the Performing Arts
Trinity School
Truro High School for Girls
Truro School
Tudor Hall School
Twyford School
Uppingham School
Victoria College Belfast
Vinehall School
Walden School
Walhampton School
Warminster School
Warwick School
Welbeck - Defence Sixth Form College
Wellesley House School
Wellington College
Wellington School
Wells Cathedral School
West Buckland School
West Hill Park School
Westbourne House School
Westminster Abbey Choir School

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

EUROPE

Aiglon College
BBIS Berlin Brandenburg International School
Brilliantmont International School
Château de Sauveterre
College Alpin Beau Soleil
College Champittet
College du Leman International School
Ecole des Roches
Glenstal Abbey School
Institut Montana Zugerberg
International School Eerde
John F Kennedy International School
King's College, The British School of Madrid
Leysin American School
Lyceum Alpinum Zuoz
Midleton College
Open Gate Boarding School
Robert College
Sigtunaskolan Humanistiska Läroverket
St Columba's College
St George's International School, Germany
St George's International School, Switzerland
St Gilgen International School GmbH
Survai Montreux
The Kings Hospital

REST OF THE WORLD

Atlantic Hall
Avi-Cenna International School
British International School, Nigeria
British International School, Phuket
Bromsgrove International School
Brookstone School
Day Waterman College
Epsom College in Malaysia
Frensham
GEMS Cambridge International School
Hangzhou Greentown Yuhua School
Harrow International School Bangkok
Hilton College
Jerudong International School
Kincoppal-Rose Bay
Kolej Tuanku Ja'afar
Lekki British School, Nigeria
Michaelhouse
Miles Bronson Residential School , India
Nexus International School
North London Collegiate School, Jeju, Korea
Peponi School
Prem Tinsulanonda International School
Pymble Ladies' College
Regents International School Pattaya
SIP Dulwich College United School
St George's College, Argentina
St Joseph's Nudgee College AUSTRALIA
The Assam Valley School
The Doon School, India
The International School Brunei
The International School of Penang (Uplands)
The International School, Bangalore
The Regent Secondary School, Nigeria
The Regent's School, Bangkok
Trinity Grammar School
United World College Dilijan
United World College of South East Asia
Utahloy International School
Wellington College International Tianjin
Woodstock School India

Growing from strength to strength

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

Jamea Al Kauthar & Abrar Academy
Wellington College International, Tianjin

In addition, the Boarding Orchard continues to expand in the UK and overseas. We would like to thank the following schools for taking part since January:

Woodhouse Grove School
Beneden School
Kingswood School
Blundell's School
Ashford School
Downe House School
The Royal School Haslemere
Dean Close Prep School

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

HAPPY PLANTING!



SPORTSWEAR FOR GUARANTEED SATISFACTION



Hydrocool

Performance playing layer



Climaskin

Performance base layer

Squadkit is dedicated to providing top quality sportswear for the next generation of athletes.

We use the latest breathable and sublimated styles to provide high performance garments uniquely designed to help your school stand—out and your teams perform.

However our focus on satisfaction doesn't stop with the garments. We've partnered with Schoolblazer – the leading uniform supplier to independent schools to ensure that

our garments are delivered to your parents every time. With intelligent sizing, high levels of availability and free name-taping, we take the hassle out of sportswear buying.

- **Breathable fabrics**
- **High performance garments**
- **Bespoke designs**
- **Team and staff-wear**

Squadkit - Performance delivered.

Squadkit from Schoolblazer, UK leader in stylish schoolwear and sportswear

Call 01832 280011 info@schoolblazer.com www.schoolblazer.com

Squadkit

Performance. Delivered.

Quality garments with a market leading service



You'll know that Schoolblazer stands for quality and style. What you may not know is that we offer the most convenient service for parents, with free name taping, intelligent sizing technology, easy online ordering and super fast delivery. It's no wonder we're now the UK's leading supplier of uniforms and sportswear to independent schools.



Over
95%

Customer satisfaction*



Over
98%

Orders shipped within 2 days.*
Name taped



Over
99%

Product availability*

Call 01832 280011 info@schoolblazer.com www.schoolblazer.com

(*Back to school data in 2016)

schoolblazer

Quality, Innovation and Service. Guaranteed.