

# Boarding School

THE MAGAZINE OF THE BOARDING SCHOOLS' ASSOCIATION

| An interview with Miranda Hart: Downe House Alumnae

| UK boarding for girls - Vivienne Durham, CEO, GSA

| Destination Scotland - a focus north of the border

Summer 2018





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# Diversity & transformation

**Cranleigh's Martin Reader, BSA and the boarding sector are celebrating 'Transforming Communities'. In my three years at BSA, and 12 in the sector, the pace of transformation has been great. While the mainstream media may like to make boarding the by-line for privilege, those on the frontline are working tirelessly to be inclusive, diverse and transform communities.**

In his article on page nine, Martin highlights the recent research released by the Boarding School Partnerships (BSP) project – jointly funded by BSA and DfE – which looks at the valuable outcomes for vulnerable children who are classed as 'in' and 'on the edge' of care and placed into our schools. The results are staggering!

Continuing our transformative theme, GSA's new Chief Executive, Vivienne Durham addresses the changing face of girls-only boarding in her article 'UK boarding for girls' on page 20, while Dr Christopher Thurber enlightens readers on page 56 with the second instalment of his series 'Masculinity in the 21st century'. Writer and actress Miranda Hart talks fondly of her time in boarding and how her experience has shaped her success in her interview with School Notices on page 10. As I depart for maternity leave I look forward to reading about the exciting and transformative work of our member schools in future issues.

**Happy reading!**



**Aileen Kane**  
Director of Operations, BSA

**bsa** | BOARDING  
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ASSOCIATION

The Boarding Schools' Association (BSA) champions boarding and promotes boarding excellence. The BSA represents over 550 independent and state boarding schools in the UK and overseas. BSA services include professional development, government relations, communications, media, publications, conferences and events.



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**Boarding School Magazine**

To subscribe: T. +44 (0)207 798 1580 E. [bsa@boarding.org.uk](mailto:bsa@boarding.org.uk)

**Editor**

Aileen Kane, Director of Operations [aileen@boarding.org.uk](mailto:aileen@boarding.org.uk)

**Advertising**

Amy Wilson, Events and Commercial Manager [amy@boarding.org.uk](mailto:amy@boarding.org.uk)

**Boarding Schools' Association**

4th Floor, 134 Buckingham Palace Road, London SW1W 9SA

[www.boarding.org.uk](http://www.boarding.org.uk)

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# It's not about the car ...

**You don't need to be a petrolhead to have heard of the car maker Audi. Ignoring the fact that it's part of the huge VW Group, which makes everything from Polos to Bugattis, Audi is a brand that's synonymous with quality.**

Other car makes may or may not be cooler, sharper or more stylish. But no one disputes for one second that when you choose to buy an Audi, you have at least partly made a decision based on good quality – regardless of the fact that there are 15 models to choose from.

The clever thing Audi has done over the years is to convince us, not inaccurately, that everything to do with their goods, their brand, their image, their values is about quality. And so good are they at doing this that it does not matter if you cannot name their 15 models, if they stop making an old one or introduce a new one. The detail of each individual model is probably irrelevant to most Audi customers, because that's not the reason they chose one an Audi in the first place.

The UK boarding school market is, in some ways, similar to the motoring industry in that there are many different 'manufacturers' competing to sell their product. Like the motoring industry, the customer can choose between large ones and small ones, expensive ones and

cheaper models. And, like a motorist, they can find a model to suit their specific needs with different ones boasting more of this or that. Boarding schools rightly think hard about how to persuade customers to choose their 'car' over a competitor – which is understandable. It could be argued however that rather than trying to pitch UK Rover, Jaguar, Rolls Royce, Morgan and Bentley schools up against each other, the smarter thing to is to remind and inform domestic and overseas customers about the sheer quality of all British boarding, regardless of the manufacturer or individual model.

The global market for boarding schools is growing every year – not least because more and more UK schools are creating overseas sister schools. So international parents have more choice than ever before and therefore arguably fewer reasons to choose the UK in the first place.

This is where UK boarding schools need to be as smart as Audi and resist the temptation to say repeatedly their car (school) is much better than another car (school). In its advertising and marketing Audi doesn't get bogged down in messages about why one of its models is better than a competitor, or indeed other cars made by its parent company VW. Instead it just constantly and elegantly

reminds us, over and over again, that think Audi and you get quality.

In effect, they sell confidence, quality and trust first, and their cars second, which is an interesting lesson for anyone involved in marketing our schools.

*Vorsprung durch boarding... or words to that effect.*



**Robin Fletcher**  
Chief Executive, BSA



# Growing from strength to strength

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

Abbey College Cambridge  
Chinquapin Prep School, USA  
Cophthorne Prep School, West Sussex  
Exeter Mathematics School  
Ipswich High School, Ipswich, Suffolk  
King Henry VIII College, Malaysia  
Kingsmead School, Wirral  
Levoto School, Moscow  
Marlborough College, Malaysia  
Myddleton College, Denbigh, Wales  
Peponi School, Kenya  
St Michael's College, Llanelli

In addition, the BSA Boarding Orchard continues to expand in the UK and overseas.  
We would like to thank the following schools for joining since October:

Bede's Senior School  
City of London Freemen's School  
Farlington School  
Polam Hall School  
Barnard Castle School  
Beachborough School  
St Margaret's School  
Felsted School

For more information on how to join the Boarding Orchard,  
please visit our website [boarding.org.uk](http://boarding.org.uk) or email [bsa@boarding.org.uk](mailto:bsa@boarding.org.uk)

# HAPPY PLANTING!

# Transforming communities

**The theme of my time as BSA Chair for 2018 is 'Transforming communities'. This is a statement of how a boarding community has the potential to transform a young person's life for the good and an aspiration for our pupils to transform the society in which they will live and work. It has been particularly poignant therefore that the rightful scrutiny boarding communities have been under in recent months has shown how members of our schools have been damaged. For those who have not yet watched Alex Renton's ITV documentary 'Boarding Schools: the secret shame' I urge you to do this. This sensitively handled documentary provides a deeper understanding into how abusers can gain positions of trust in our schools to harm children.**

There is no doubt in our recent past we have let children down. The deplorable actions of a few have harmed and ruined lives. We failed these children and as a sector we are deeply sorry. As we look ahead our sector has been and is working hard to correct the wrongs of the past, and to put in place measures to safeguard and protect the children in our care.

We will not be complacent: as the Peter Ball review concluded, we need 'to think the unthinkable.' Conscious of the effects of the past we all now follow the BSA Commitment to Care Charter, BSA employed the sector's first head of Safeguarding and Standards (Dale Wilkins), our safeguarding forum meets termly and we are in our second year of

our Annual Safeguarding Conference. In addition, our work with survivors, victims, charities and support networks are designed to signal a zero-tolerance approach to abuse. Alongside this child protection work, we look to other projects where we can make a positive difference and truly transform communities for the better.

At the beginning of April, the Boarding School Partnerships project (which BSA co-funds with DfE and sits on the board) announced research into the benefits of boarding for vulnerable children who are classed as 'in' and 'on the edge' of care. Of 52 boarding placements made by Norfolk County Council in 2008-17 at 11 boarding schools, 17 were looked after at the start. During the placements, no fewer than 33 came off the risk register completely. The research was validated by UCL's Institute of Education and presented at an event in Westminster, hosted by Schools Minister Lord Agnew and attended by more than 30 local authorities.

Within this issue, we announce the winner of the Khadija Saye Photography Award. Khadija sadly lost her life in the Grenfell Tower disaster but was a well-respected and internationally recognised photographer who had been a recipient of an Arnold Foundation bursary grant at Rugby School. Without this opportunity Khadija would never have discovered her passion.

At our annual conference from May 1-3, I am honoured we will be joined by the Reverend Steve Chalke MBE who will talk about the Inspire Project which will formally launch in November 2018. The project aims to bring people from all faiths and backgrounds together for peace and BSA members are strongly encouraged to take part. Delegates will also have the opportunity to hear from Ian Devonshire of Springboard/RNCF about the ongoing positive effect a boarding bursary can provide to vulnerable children.

Please do continue to share your own community transformation work with BSA as we celebrate the good whilst making every effort to ensure our schools are safe places for children to flourish.



**Martin Reader**  
BSA Chair, 2017  
Headmaster, Cranleigh School



# Interview with Miranda Hart

Curtesy of *School Notices*



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“FRIENDSHIP IS SIMPLY ABOUT BEING TRULY  
KNOWN. TRULY KNOWN FOR WHO YOU ARE.  
THAT’S THE THING TO VALUE”

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Miranda Hart is every bit as serious as she is funny. The actor and comedian tells *School Notices* about her debut children’s novel, the importance of being yourself and why fame is thoroughly overrated.

## What you were like as a child?

I was quite a serious child. I used to eavesdrop and soak up people’s conversations – my mother had to stop me staring at people with my mouth open – and whenever I went to the theatre or watched a comedy I would be completely serious faced and then say at the end: “That was *hilarious!*”

## Who inspired you and made you laugh growing up?

All the greats of the 1970s and ‘80s, particularly Morecambe and Wise.

## When did you first realise you could get a laugh?

I remember when I came home from school one day and did an impression of my headmaster to my mother, who fell about laughing, and I thought: “Wow, that felt good!”

## And did you always want to be famous?

I think there was a time I was intrigued by fame and felt it might solve any feelings of insecurity, but as I got older it was just about wanting to be a jobbing actor. Fame doesn’t provide anything you think it might. You have to love the work you are doing and that is what your job needs to be about, not about any trappings that come with it.

## You went to Downe House aged 11. How formative was your schooling?

I have certainly used my schooling and some of the people in my work – or exaggerated versions of them. I think as a writer you absorb things, knowingly or not, throughout your life. I adored school so my main focus was just having fun there.

## And those wanting a career in showbusiness?

I would ask them: ‘Why?’ If the answer was because they love to act; they want to tell good stories; they adore to sing; or direct; or whatever role in the arts they love, they can’t imagine not doing it, and they want to move audiences, then *go for it!* Because if you have real desire and a real purpose then that’s what’s fulfilling and that’s what will keep you going. The rest is just vacuous noise. Sorry to burst your bubble. And it’s a hard job. It’s a very real job. The arts are a vital business. Don’t let anyone tell you they are second to anything, because where would we be without them?

## You’ve done radio, TV, the West End, Hollywood, comedy, drama. Which do you enjoy the most?

It depends on the part, and the people around it. I loved doing the Hollywood film *Spy* because some of my favourite performers were involved in it, and we filmed on location in Budapest so I got to travel, too. The West End was wonderful because the show got such a great response every night. And my sitcom was probably the hardest work and most stressful job, but the reward of people liking it gave me huge pleasure.

## Which has been your favourite character to play?

That is actually impossible to call. They all gave me different challenges and characteristics I love. I learnt the most playing Miss Hannigan [*Annie*], but probably Miranda has to be my favourite for all within it I can do. I can get laughs, dance, sing, be silly and share the journey of what it is like to be a woman coming into her own. She goes on some feminist rants – she’s got it all!





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“YOU HAVE TO LOVE THE WORK YOU ARE DOING AND THAT IS WHAT YOUR JOB NEEDS TO BE ABOUT”

→ **What advice would you give your schoolgirl self?**

Just be yourself, don't be swayed by peer pressure and stop worrying, it all turns out fine.

**What prompted you to write *The Girl with the Lost Smile*?**

The story sort of landed in my lap. I just saw this little girl who had lost her smile at her bedroom window feeling a bit desperate for what to do, and suddenly imagined some creatures coming to visit her and take her on magical adventures to get it back. My imagination fired up in a way it hadn't before.

**Do you write for yourself or your audience?**

It's always important to have the answer to why you are writing something. With *The Girl with the Lost Smile*, it was about the importance of sharing how you are feeling with your friends. But then you just have to write, because if you start thinking what people might think of it, you won't be free to write what you need, or focus on your unique story and style.

**How did the idea for the book come about?**

It was about the notion of a young girl who was the cheery one, the funny one, the positive one at school who, through some difficult circumstances, lost her smile, and then how that would play out. I wanted younger readers who were perhaps going through a tricky time to know that they weren't alone, and that there are ways to feel better. Chloe, the heroine, goes through a number of life lessons to learn ways to make her feel stronger and safer.

**Tell us about the creative process**

It's just a disciplined daily grind really. I wonder if most writers would agree that the joy of finishing a book outweighs the doing of it!

**Your book celebrates friendship. What do you value in a friendship?**

I read a wonderful quote the other day saying friendship is simply about being truly known. Truly known for who you are. You suddenly realise there are very few people you can wholly be yourself with and who really know you. Those are your friends, that's the thing to value.

**What are the distinctions between you and the Miranda of your sitcom?**

Wow, these are some big, deep questions! Sitcom Miranda is my clown, she is my alter ego, she is where I express some of my attitudes to life in a comedic way, but she is very different really. It's a role. Her life is totally different. And with a clown alter ego you don't see the serious, pensive, reflective or shy side to someone's persona.

**Do you feel the pressure to be funny and 'on' all the time?**

Not at all. I am just who I am. Sometimes that is me being silly and funny, and sometimes that's someone who is tired, or feeling pensive, or wanting to have a deep and meaningful conversation – or just getting on with work. We are all human and go through every emotion and I am no different. If I was on all the time, I don't think I would be very real.

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





a.



b.



a.



a.



b.



c.



c.



c.



b.



a.

- a. Alexander Yang
- b. Elisa Rosati
- c. Isobel Wilson

## ALEXANDER YANG

### Winner of the Khadija Saye Photography Award

Alexander Yang, a year 12 boarder at Dean Close School has been chosen as the winner of the first Khadija Saye Photography Award.

The award was sponsored by Tempest Photography and Alexander won £250 for his photography portfolio submission.

With 39 entries from 15 schools, the team at Tempest Photography had a such a tough time choosing a winning entry that they also awarded Elisa Rosati from St Clare's Oxford and Isobel Wilson from Westonbirt School as runners up, each receiving a £50 iTunes voucher.

Khadija Saye, a former boarder at Rugby School and recipient of an Arnold Foundation bursary, died with her mother Mary Mendy in the Grenfell Tower in London. She was an internationally respected photographer and was exhibiting her work entitled 'Dwelling: in this space we breathe' at the 57th Vennice Biennale at the time of her death. Khadija's Headmaster, Patrick Derham said Khadija has left 'an indelible mark on all of us'.

Kerry Kinsman, Business Development Manager at Tempest said of the competition:

"It has been our privilege to have been involved with the 'BSA Khadija Saye Photography Competition'. We found the standard of photography to be incredibly high across all of the entries with a fascinating diversity of style and interpretation. This made it incredibly difficult to settle on one overall winner and all those who entered should rightly feel very proud of themselves".

The BSA established the Khadija Saye Photography Prize worth £250 a year to the best photograph portfolio by a boarding pupil.

TEMPEST  
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# Preparation

Don't you mean  
equipping?



Picture courtesy of Aldro School

As parents, we instinctively know when our young start to grow up. As teachers, we see transition coming in the final year of prep school when they start to push boundaries, become too big for some classroom furniture, start talking more about their senior school than their current school and tower over staff. Oh, and they start beating the staff at the annual staff verses boys chess match. If they didn't push boundaries, or we saw no 'adolescent' behaviour, we might worry they wanted to remain in a cosy prep school bubble for ever!



**James Hanson**  
Headmaster, Aldro School

On transition, one of the most often asked questions is whether to change at 11 or 13? The simple answer? It depends entirely on the child. Our rationale for a change at 13 is that the greatest gifts we can give our 13-year-old boys by the end of their time with us are security in self-image and self-identity. This prep school model allows them time and space not to rush their growing-up. It also helps avoid many of the pitfalls of teenage years and angst in a safe space, and helps them to discover talents and gifts so they hold on to them in senior schools rather than risk being put off them because it isn't seen as 'cool' or 'trendy' in a senior school.

Helpfully, it can also avoid site-fatigue from spending seven years at a senior school.

The other question we often face is when to start boarding, if a boy is moving on to a weekly or full-boarding school at 13. As with all preparation, practice makes perfect. Senior schools often tell us that they have few or no problems pastorally with our Old Boys, because they are ready to board once they arrive, happy



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Picture courtesy of Aldro School

Our rationale for a change at 13 is that the greatest gifts we can give our 13-year-old boys by the end of their time with us are security in self-image and self-identity.

→ with big school sites, and used to the pastoral models there. We resist the temptation to impose boarding on upper-year pupils (or indeed any), so the buy-in for boarding comes naturally and almost always driven by the boy. Once we reach Year 7, it is clear which boys are heading to local day schools, and which to boarding. If it can be staggered gently, allowing a break if there is a wobble, and introduced with their friends, then invariably it works. The settling-in with us is seamless, and they grow in confidence about the senior school as they feel very much part of the boarding family at prep school. If only it were that simple for parents!

Academically, we know senior schools have an even greater expectation of prep

time and independent study, so we want to bring in independent study skills at an ever-younger age. This is often the hardest part of transition, as it can feel like the stabilisers are being yanked off a bike all too quickly. The last year in a prep school can often be peppered with formal exams so it is incumbent on us to make sure that the final years have plenty of balance between time spent developing academic skills, alongside having fun (which is really developing life skills). To make the very best start at senior school means equipping boys with many different approaches to assessment and learning rather than just cramming them full of knowledge.

Our final transition ace up our sleeve is to bring big school to our boys. Well, we

take them to play rugby and hockey at local senior schools which gets them on to big sites often enough. We also love inviting in visiting senior school speakers to take lessons, assemblies and chapels on their chosen speciality. The more our boys see and feel different senior school teachers' approaches to learning in their classroom, the more inspired they can be once they arrive, and the more confident they are in their own ability to thrive there. After all, there is nothing like having a taster lesson in German, Russian or Hebrew while at prep school to whet the appetite!



## A world-class education for world-class leaders

UK boarding

for girls

Picture courtesy of St Swithun's

**Since joining the Girls' Schools Association (GSA) as Chief Executive last year, I have been struck by the sheer diversity of our membership – and that's just as true of our boarding schools.**

**Vivienne Durham**  
CEO, GSA

There are 58 GSA boarding schools. Between them, GSA schools educate around 9,000 students and the educational diversity encompasses large and small schools, urban and rural. All GSA schools are recognised globally as centres of excellence in educating girls and many attract students from across the world. Girls who attend GSA girls' schools often excel academically, particularly in the subjects stereotypically thought of as 'male'. According to DfE statistics, girls in GSA schools tend to perform better in physics, maths and further maths, plus modern foreign languages. Ninety six per cent of GSA students progress to university, with Russell Group universities the norm.

However, it's in the 'soft skills' that girls' boarding schools really come into their own. We call them the 'soft skills' but what we're really talking about is grit, resilience, confidence, commitment and self-belief.



Picture courtesy of St Swithun's

These 'soft skills' have now been proven to be more pronounced in independent schools.\* GSA boarding school Heads confirm that the busy and enjoyable extra-curricular programme that characterises modern boarding strengthens girls' resilience and sense of personal empowerment. In girls' boarding schools, strong female role models, the lack of gender stereotyping, the opportunity to develop confidence and one's own voice as a young woman, are all given high profile.

Alex Hems, Head of St George's School for Girls in Edinburgh, points to the healthy habits and positive attitude girls' boarding schools develop: "One of the great strengths of girls' schools is the lack of self-consciousness around sport and physical activity, promoting healthy habits for life. In a boarding environment the availability of world-class facilities for sport and dance, around the clock, is a huge asset. Girls will be out for a run in the morning or evening, swimming, using the gym, playing tennis, golf, hockey, lacrosse etc, with their friends, seven days a week if they want to."



Picture courtesy of St Swithun's

\*An Analysis of Mental Toughness at UK Independent Schools, AQA International, January 2017



Vivienne Durham is Chief Executive of the Girls' Schools Association ('GSA') which represents the Heads of independent girls' schools, including 58 girls' boarding schools and is a member of the Independent Schools Council.  
[www.gsa.uk.com](http://www.gsa.uk.com)



Picture courtesy of Queen Mary's School

A distinguishing feature of many girls' boarding schools is the prevalence of teaching staff in sport and music who are themselves high-level performers in their chosen field. World-class musicians and Olympic athletes are not unknown on the teaching staff of GSA schools, particularly in boarding.



Picture courtesy of Rye St Antony



Picture courtesy of St Catherine's Bramley

Jane Gandee, Headmistress of St Swithun's School in Winchester, explains that girls' boarding schools nurture leadership skills: "Girls learn to lead and to be team players through explicit leadership training and through having to organise events such as house drama, fund-raising and house sports teams."

St Swithun's School, like Princess Helena College in Hertfordshire, is one of several girls' boarding schools introducing a positive education programme, focused on developing students' personal strengths in preparation for a happy and successful life in the world beyond school.



In boarding, girls also learn how to thrive in a community, living side by side with their older and younger girls, often from different countries and cultures. The relatively relaxed pace of a boarding school is different to day school. Although the boarding days are long and full, there is also time for private study, music practice, fun and down-time, in contrast to the fast-paced timetable of most day schools.

In addition to leadership opportunities, academic excellence, personal resilience and a plethora of extra-curricular activities, GSA boarding schools are preparing their students better than ever before to enjoy healthy, happy, successful and well-balanced lives.

Picture courtesy of Princess Helena College



# Felsted Wellbeing Centre

*Chris Townsend*  
*Headmaster, Felsted School*

According to the World Federation of Mental Health, one in four adults and one in ten children are likely to have a mental health problem in any given year. This can have a profound impact on their ability to sustain relationships, work, or to just get through the day. Felsted has recognised the importance of mental wellbeing by creating a Wellbeing Centre. Located right at the heart of the school, the Centre is a calming and relaxing place for pupils and members of the Felsted community to take time out for short periods during their busy day. The décor is purposefully natural, the furniture comfortable and relaxing, with a focus on a sensory experience.



“

Felsted is committed to promoting excellent emotional and mental health for all members of our community and our new Wellbeing Centre and Counselling Service will be a vital step in meeting these needs.

Chris Townsend, Headmaster

”



→ The room will be used for PSHE (personal, social, health and economic) lessons and a number of activities associated with wellbeing so all pupils will become familiar with the environment. These activities might include Mindfulness, Counselling, Yoga, Pilates, Peer Counselling and Safeguarding training. The Wellbeing Centre will be a shared facility between the Senior School and the Prep School, looking after over 1,000 pupils, 300 staff and parents.

The Wellbeing Centre has one large sensory room, two counselling rooms and a private meeting room that can be used by Felsted's team of counsellors for one-to-one therapy sessions and therapeutic group work.

The Centre will open officially next term, but is already in use with all pupils being introduced to the Wellbeing Centre through their PSHE lessons. Children are already taking advantage of the easy access Counselling Support which aims to provide fast and accessible intervention to prevent any on-going distress and long term problems.







# A top & tail approach to Mental Health Wellbeing

Campaigner Geoff McDonald advocates the need to talk about mental health (and take the time to care for it, as we care for our physical health) if we are to create mentally and emotionally healthy ‘human’ workplaces where individuals can flourish and organisations can prosper.

**Paula Talman**  
Director Compliance, Health & Welfare,  
Cumnor House Sussex  
and Founder, iSpace Wellbeing

We have to remember that young people also have a workplace where they are encouraged to flourish and succeed – it’s called school. Here they experience workloads and relationships not dissimilar to that of adults. Yet they don’t have the experience, the knowledge or the resources to help them navigate our ever-changing world.

Geoff and I strongly believe we need to start teaching children very early about how to start the conversation surrounding mental health (as well as how, and who to ask for help) if we want to nurture and prepare them for their future in tomorrow’s workplace.

We advocate a ‘top and tail’ approach focusing on schools and the workplace and Geoff recently spent the day at Cumnor House Sussex reviewing our newly launched **iSpace Wellbeing** curriculum programme for 4-11 year-old children. iSpace Wellbeing provides children with a mental health and wellbeing education and offers a language and toolkit to help them, their teachers and parents start the conversation about these areas.

The programme is being delivered at Cumnor House Sussex and is being launched at additional Sussex schools with the plan to extend the programme



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Far and Beyond

Picture courtesy of Cumnor House



**Geoff MacDonald**  
Is an advocate and campaigner for  
mental health wellbeing in the workplace.





**Rob Pavis**

*Deputy Head, Gordon's School*

**Children from service families need a stable boarding environment while their parents are working, particularly abroad. For many their boarding school offers the first constant after a life of being uprooted from country to country and school to school, leaving friends and family behind as they move on to the next posting.**

Anything familiar is left also behind and often they have the additional burden of a parent involved in war.

It's a tough challenge for anyone – particularly a child.

Boarding schools have long been their refuge – they are a home from home, a place of consistency and stability. They are somewhere where relationships can be developed with friends and adults over several years and ultimately they are a refuge where the stresses of life as the child of parents in the services can be escaped.

As such, schools need to go beyond the set curriculum and provide the necessary environment for the physical, emotional and spiritual welfare of children from services families.

It is also imperative additional help is put in place to plug up any holes in their learning as understandably from attending so many different schools, education can be patchy.

The Government, sympathetic to the strains put upon children whose parents are in the military, offers funds in the form of Service Pupil Premium. The MoD provides bursaries for education in the form of a Continuity of Education Allowance (CEA) and has now earmarked a further £6 million through their Education Support Fund.

With over 50 per cent of our residential boarders coming to us from service backgrounds, we direct the service pupil premiums towards individual tuition and employing an extra counsellor for the children of military families.

The success of these measures is illustrated by the statistics which show Gordon's as one of the highest value-added schools in the country for achievements at GCSE and A Level.

We also carefully consider the allocation of residential boarding houses – the House Parents' experience of caring for children from military families and whether there are already students there from similar backgrounds.

It is a long-held belief at Gordon's that while it's essential boarders experience a packed programme of fun events during the weekends, there should also be time and a place for peaceful reflection and/or religious worship.

To encourage a greater contribution in the wider community, we run 'character education'. Through concentrating on their characters, it's hoped these young people will develop into socially responsible adults who will make the right choices in life, uphold moral standards and serve their communities.

For Tracey Phillips, a military wife, who had moved house with her children nine times before they returned to England, the decision on where her children should be educated came down to where they felt at home.

Her daughters had notched up five different schools – three in one academic year – across the globe prior to boarding at Gordon's.

"We looked for somewhere with a homely feel", she recalled, "a strong sense of family".

"It was important to us when looking at boarding schools, that we felt a strong sense of family and the fact that the pastoral and teaching staff were used to working with military families so understood the special nature of where the kids are coming from and that they have had to move frequently."

# Military Boarding



# Boarding: a global experience

A seat in Dubai Airport in the middle of the night seemed like the appropriate place to start writing my article for this edition of the BSA Magazine. Time to spare, disrupted sleep patterns and a true perspective on journeys undertaken by the many young people who fly half way across the world to experience a UK boarding education.

I was returning from delivering training to boarding practitioners in Malaysia. The programmes were almost identical to those the BSA uses in the UK as the fundamental principles of looking after children and young people who live and study in boarding schools throughout the world are very much the same. The specific safeguarding arrangements may be different from country to country, but the duty of care exercised by staff working in boarding remains of paramount importance. Young people's fundamental needs as boarders also remain the same and understanding and meeting



**Andrew Lewin**  
Director Training, BSA

them requires consistent levels of sound judgment and dedication from those who work in boarding houses. Boarding practitioners face similar pressures on their work-life balance in a profession that can be all consuming as they work closely with those entrusted to their care, helping them make good choices around the risks they face, helping them to become ready for life.



“

A well-run boarding school will provide a happy caring environment, where strong friendships can be built and where relations between staff and students are productive and respectful.

”



But this doesn't happen by accident and 'well-run' boarding schools have often developed on principles moulded over many years that have established sound foundations on which professional relationships can flourish. Boarding schools are environments where children and young people have the time and the space to develop and nurture their talents. An abundance of opportunities, formal and informal, allow boarders to try things and to succeed, and build their own resilience. They can push their boundaries, aim high and build a sound platform on which other skills can be added.

New boarding schools are springing up all over the world, particularly in the Middle and Far East, and many of these are looking to capture the essence of UK boarding successes. They need their boarding staff to be 'suitably qualified and experienced', adept in the demands of what is a very 'full-on' role, difficult to explain to those who have no concept of living and breathing a job that requires commitment 24 hours a day, seven days a

week. Working in boarding is a true profession, above and way beyond that of a teacher. And BSA has recently launched its Accredited Boarding Practitioner scheme to recognise the qualification and experience of individuals who work within boarding throughout the world.

Around 27,000 pupils from more than 100 countries worldwide travel to be educated in UK schools bringing a truly diverse international feel to UK boarding schools. Based around the commitment to high standards of pastoral care through a robust inspection regime, families from around the world seek the quality education that boarding schools can provide. While an academic education is important, the work that goes on throughout boarding schools in understanding the physical, emotional, cultural, moral, social and spiritual needs of children and young people sits at the heart of ultimate success. An understanding of self and an appreciation of community set in an environment of strong pastoral care promote clear values that extend well beyond the confines of

the classroom. The creation of a 'happy caring environment' where pupils can thrive, take control and appropriately managed risks and strive to fulfil their potential. The building of strong friendships also sits right at the heart of a shared experience within a vibrant boarding community. 'Friends for life' and an extensive list of contacts that stretches around the world help boarders to understand and work within the global market they will enter in adulthood. The busy and all-encompassing nature of boarding schools fosters these relationships under the supportive care of the boarding staff, close enough at hand to guide and advise, while at the same time detached enough to allow the freedom to face challenges and build the necessary resilience to succeed.

BSA has a central part to play in ensuring standards are high and boarding staff are

given every opportunity to develop their skills. Central to this is the opportunity for training and we have looked at and listened to member schools to increase their engagement with the ever-growing services BSA offers. Traditionally most courses have been centred on London and that has been a successful formula. But in 2018-19 we intend to spread that influence far wider with more opportunities spread across the UK, Europe and the rest of the world. My recent travels abroad have re-emphasised the opportunities and challenges facing boarding schools, their governors, management, staff and pupils. Boarding is buoyant and with clear vision for the future it can continue to go from strength to strength.





Wycliffe College



Stannington High School



Stannington High School



Stannington High School



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Doverbrook's



FURNITURE

## OPEN NEW MANUFACTURING UNIT

The Stourport-based furniture manufacturer marked its 20th anniversary with the opening of a 5,000-sq ft assembly line which will create 11 local jobs.

Witley Jones invited Wyre Forest MP Mark Garnier to open the unit along with suppliers, long-standing clients and associates. Guests included Herefordshire and Worcestershire Chamber of Commerce, Councillor Ken Pollock and Dale Wilkins, BSA Head of Safeguarding and Standards.

Guests were taken on a guided tour of the factory to see how the bespoke furniture is manufactured. From the inception of the design in the drawing room, guests were shown the machine shop and paint and lacquer finishing booth before visiting the new assembly unit.

"I was delighted to be invited by Chris Jones and Simon Downes to open the new unit," said Mark. "This is a great success story of how a family business in Wyre Forest has continued to invest and innovate to create a successful business providing vital employment opportunities for our local economy".



After securing £100,000 grant from the Worcestershire Growth Fund with the help of Birmingham-based Central Finance, Witley Jones refurbished the unit to create a dedicated assembly and packaging space which will increase production by 20 per cent.

Commenting on the new assembly line Witley Jones Furniture Chairman Chris Jones said: "We would like to thank Mark who kindly came along to our event to open the new factory unit as well as all of our guests who have supported us over the years. "The hard work and dedication of our staff has been essential to the opening of our new space and the continued growth of the business." Chris added: "This marks the beginning of a key chapter for Witley Jones as we plan for future growth. The new factory unit has increased production by over 20 per cent and will aid our continued growth over the coming years."



[www.witleyjones.com](http://www.witleyjones.com)

Pictures courtesy Witley Jones

Witley Jones Furniture Ltd, Beech House,  
Berkecks Road, Sandy Lane Industrial Estate,  
Stourport-on-Severn, Worcs. DY13 9DA, UK

T: 01299 828888 F: 01299 828889  
E: [enquiries@witleyjones.com](mailto:enquiries@witleyjones.com) [www.witleyjones.com](http://www.witleyjones.com)





# Destination ... Scotland

With over **3,000** boarding students at **17 BSA schools**, the Scottish boarding market is booming. *Boarding School* magazine takes a look at the mountains, myths and midges that make up the Scottish market.

Boarding in Scotland can provide as unique an opportunity as the rest of the UK and getting there isn't as tricky as one might think, with just over an hour to connect to central Scotland from London Heathrow, many international students can be in their dorm quicker than in some parts of England.

Scotland's boarding schools welcome students from all over the world. Most students who choose Scotland want to be educated in an English-speaking European country with good transport links and they are attracted by Scotland's safe and friendly reputation, and the quality of life on offer. Scotland boasts a stunning landscape, a rich cultural heritage and modern vibrant cities.

Scotland's perceived remoteness is, in fact, its great strength. Its

smaller population affords strong accountability and guaranteed annual visits from the Scottish government's inspectorate body, Education Scotland, producing invaluable Care Inspectorate reports and recommendations.

Education in Scotland is straightforward with little fluctuation. There is no 'shifting sand' debate – as in England – on academically-weighted grammars, community, foundation and free schools, the publicly-funded independent academies or the so-called hot-housing of pupils in brutally selective fee-paying schools.

Scotland covers 30,000 sq. miles and, with just over five million people, there's a spacious 166 people per sq. mile – a fifth of the UK average. 600 flights come and go every day at just Edinburgh and Glasgow airports and, with the

new Queensferry Crossing bridge now open across the Firth of Forth just outside Edinburgh, Scotland's transport infrastructure allows easy access to an education in the countryside.

In some areas the air may be chillier than the rest of the UK, but it is fresh and unpolluted. During just the first five days of 2017 London overshot its annual EU nitrogen dioxide (NO<sub>2</sub>) air pollution limit for the whole of the year.

So what makes Scottish schools different? Each has its own distinctive ethos which is why it's important to find the right school for each student where they will fit in well, be happy and thrive.

## Myths:

- **It's always raining** – Some areas receive about 3,000 mm per year (the western Highlands) and other areas only 800 mm per year (the east coast). However in the winter this rain comes into its own, turning to snow and the four ski resorts in Scotland rival any European piste!
- **They talk funny** – as an island of accents the UK celebrates this diversity
- **Where is Scotland?** A short flight from London and you can be in the heart of Scotland in little over an hour
- **The examination system is different – the majority of Scottish boarding schools run A Level and Scottish Highers** – all acceptable to universities and employers worldwide
- **It's only mountains** – Scotland is split into the Highlands and the Lowlands. Mountains are stunning scenery and provide pupils with great outdoor pursuits
- **There are tiny animals that bite you** – Scotland in certain areas is home to midges but it is only the females who bite, typically in June until September – thankfully the majority of this time is during the summer holidays!
- **Everyone wears tartan skirts** – yes, some schools do have a tartan in their uniform, some not. But boys aren't expected to wear skirts every day!





**Ardvreck School**

Headmaster: Dan Davey  
Location: Perthshire  
Boarders: 7-13 years



**Loretto**

**Loretto School**

Headmaster: Graham Hawley  
Location: Musselburgh  
Boarders: 11-18 years



**Queen Victoria School**

Headmaster: Donald Shaw  
Location: Dunblane  
Boarders: 10-18 years



**Belhaven Hill School**

Headmaster: Henry Knight  
Location: Dunbar  
Boarders: 7-13 years  
Est: 1923



**Albyn School**

Headmaster: Iain Long  
Location: Aberdeen  
Est: 1867  
Number of pupils 618  
with an additional 120 in  
the Albyn Nurseries  
Boarders: 12-18 years

**USP**

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- Top Independent School in Aberdeen for exam results (The Sunday Times 2017)
- Small class sizes
- Over 100 co-curricular activities
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- Current pupil competing in the 2018 Gold Coast Commonwealth Games



**Motto:**  
**VIGOR ET JUVENTAS**  
**[Vigour and Youth]**



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## Dollar Academy

Rector: David Knapman

Location: Clackmannanshire

Boarders: 10-18 years

Est: 1818

### ALMA MATER OF DOLLAR...

Alexander Dewar, inventor of the vacuum flask, 1892

Ian Hamilton Finlay, artist and poet

Sir George Reid, politician and humanitarian

Andrew Neil, broadcaster and journalist

Alan Johnston, BBC correspondent and hostage

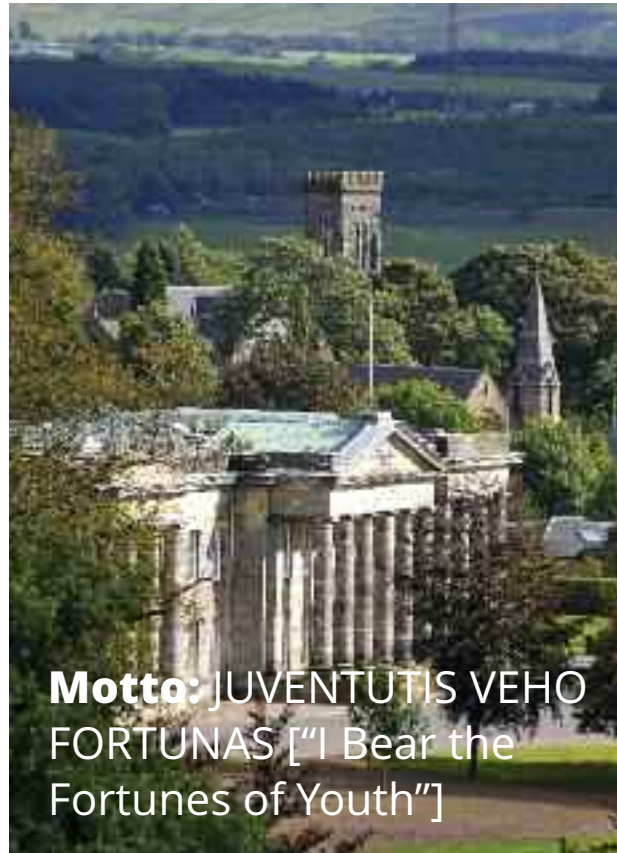
Fraser Nelson, Editor of The Spectator

John McAslan, architect

John Barclay, current Scotland rugby captain

Charlie Stewart, Young Traditional Musician of the Year, 2017

Rachel Maclean, artist, Venice Biennale



- Dollar Academy is the oldest co-educational boarding/day school in the UK – founded as co-ed from the start in 1818.
- The ashes of the founder, merchant seaman Capt. John McNabb, rest in a lead-lined casket above the Bronze Doors, the school's main entrance in the Playfair Building.
- The Head is called the 'Rector'. The senior member of staff in charge of student teachers is known as the "Regent".
- There is a patch of lawn called The Rectors' Triangle, on which a number of exotic trees are growing, each of which commemorates a departed Rector. The Head Groundsman traditionally chooses the species. (The last Rector had a Monkey Puzzle tree.)
- The iconic A-listed Playfair Building was gutted by fire in 1961 and the interior completely rebuilt. 12,000 books were lost. Pupils formed a human chain to carry out cases of .303 ammunition from a store within.
- The Fishing Club is known as Four-Tunas [after the school motto: Juventutis Veho Fortunas]
- We have four Houses, known as Quints.
- Every two years the whole 5-18 school goes on a Sponsored Walk through the Ochil Hills, raising c.£60,000 each time. Next year is the 50th anniversary of the first walk, which was started by pupils wishing to make amends for some indiscipline.
- Every year, c.400 pupils volunteer to run in the Cross Country race.
- We have three Pipe Bands, the first of which won the World Championships in Summer 2017. Again.
- The Rugby 1st XV has played at the Scottish Schools finals twice in the last three years. The Dollar supporters sing the school hymn "Will Your Anchor Hold?" in the Murrayfield stands.
- Hockey - the annual Scottish Schools' cup for S3 players has been awarded three times. Always to Dollar.
- Shooting – Dollar has retained the title as the top Scottish school for 19 consecutive years.
- Dozens attend Ballroom Dancing classes on a Friday night; 34 gained qualifications in 2017.
- Dollar has more staff working for the SQA [Scottish Qualifications Authority, the sole Scottish Exam Board] than any other independent school in Scotland.
- Dollar has more pupils from the 'HMC Projects in Central and Eastern Europe' than any other school in the UK.
- Dollar has supplied more internationalists for Equestrian Vaulting than any other school in the UK.
- First Aid – Dollar had a clean sweep of all UK and Scottish competitions in 2017.
- Dollar was the first school to win against university teams in Ultimate Frisbee.
- Dollar has internationalists in Wake Boarding, Polocrosse, Water Polo, Slalom Canoe and Ten Pin Bowling.
- Dollar is home to the most northerly Tulip tree in Great Britain. In Victorian times there were extensive exhibition Botanical Gardens in front of the school.



## Erskine Stewart's Melville Schools (ESMS)

Headmaster: David Gray • Location: Edinburgh • Boarders: 10-18 years

Est: The Mary Erskine School dates back to 1694, and Stewart's Melville College's roots go back to 1832

### OUR SCHOOLS...

- Current Scotland Rugby 7s Captain Scott Riddell, Rugby Internationalists Finlay and Jim Calder, and Doddie Weir all started their rugby careers at Stewart's Melville College.
  - Nobel Prize Winner J Fraser Stoddart graduated from our boys' school in 1960.
  - The Mary Erskine School has represented the UK at International European Youth Parliament sessions an unprecedented four times in the past six years.
  - Almost 800 children sing regularly in choirs that perform in all kinds of venues from the Usher Hall to St Peter's in the Vatican.
  - With over 115 Clubs and Societies to choose from at ESMS, you're sure to find something to enjoy: from unicycling or conservation, to stage lighting or curling!
  - All three schools support the development and management of two schools in Malawi, both through charitable fundraising and, in the case of the Senior Schools, through work by pupils and staff of ESMS at during the summer and autumn breaks.
  - The Mary Erskine School and the ESMS Junior School have been heavily involved in the establishment, through The Chesney Trust, of The Edinburgh Girls' High School in north-east Malawi, where 160 are now in full-time boarding education!
  - ESMS are the biggest provider of The Duke of Edinburgh Award in Scotland, with over 70 pupils awarded D of E Gold in 2016.
- ESMS is a unique family of independent schools, the largest of its kind in Europe. Our Boarding Houses accommodate over 40 boarders, which means boarding at ESMS is just like being a member of an extended family.**



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## Fettes College

Headmaster:

Geoffrey Stanford

(Adam Edwards is Headmaster of Fettes Prep School)

Location: Edinburgh

Boarders: 7-18 years

Est: 1870

**Motto:**  
**INDUSTRIA**



It is the people that make Fettes the unique community it is and Fettes has over 5,000 Old Fettesians who remain in touch with us for one very compelling reason: being educated at Fettes was one of the most important and beneficial aspects of their lives. Fettes is where their confidence was built, horizons broadened, talents nurtured and lifelong friendships made; where they achieved exam success, broke sporting records, were inspired by teachers and learn the skills that would equip them for later life. Fettes is where they were enthused, praised, encouraged to work hard and achieve the very best they could, while being

surrounded by like-minded peers and caring staff. To this day, a Fettes education is an incredible start to life.

- Alumni range from the fictional James Bond and Captain Britain to the accomplished Nobel Prize winner Sir Angus Deaton, advertising guru David Ogilvy and ex-Prime Minister Tony Blair.
- Bond actor Sir Sean Connery used to deliver milk to Fettes College on his milk round!
- Fettes was recently awarded the LGBT Gold Charter Mark.

- Fettes has been awarded the maximum of 6-Excellent in all Care Inspectorate reports since 2012 – the only school in Scotland to do so.
- In the Prep School, artwork from every single child goes up on the wall.
- We have 50+ activities on offer ranging from Archives to Yoga, Bell Ringing to Wine Tasting, Code-Breaking to Spanish Poetry. (30+ in the Prep School ranging from Animation to Volleyball, Climbing to Shooting, Fencing to Parkour).



# FLOREAT GLENALMOND!



## Glenalmond College

Warden: Elaine Logan

Location: Perthshire

Boarders: 12-18 years

Est: 1847

**Glenalmond College is an independent co-ed senior boarding and day school based in 300 acres of glorious rolling Perthshire countryside, eight miles west of the small city of Perth. Its rural setting is an hour's drive from Edinburgh and Glasgow and all full-time teaching staff live on campus, creating a close-knit, family feel.**

The school was founded in 1847 by British Prime Minister, William Gladstone who had a vision of a school in Scotland that was based around a quad like that of his alma mater, Christ Church, Oxford, where he read Classics and Mathematics. The school's Headteacher is referred to as 'The Warden': one who watches over and is responsible for those associated with it.

The school's network of former pupils is vast and tightly knitted. OGs (Old Glenalmond) regularly gather throughout the world to talk fondly of 'Coll'.

Perhaps you like to sit in a Harry Potteresque Dining Hall? Famous actor Robbie Coltrane, who played Rubeus

Hagrid in the magical block-busters, certainly did. He started 'treading the boards' at Glenalmond College long before it was trendy to eat under a Hammerbeam roof. Of course, with so much space to play around in, it's only natural that pupils excel at sport.

Rugby is a near religion at Glenalmond, having educated SRU legends such as Rob Wainwright, David Sole and Dougie Hall. More recently, rising star Kaleem Barreto, who left last year, is now a on a professional contract with Glasgow Warriors.

Another former pupil is film director, Kevin Macdonald. Perhaps also inspired by his former school's magnificent setting, Kevin directed, among many others, the award-winning rock-climbing documentary, Touching the Void. Glenalmond, is a place of strongly held traditions; after all, Captains of Coll still sign the mysterious horse's skull, a ritual dating back to 1848, and the massive Front Quad doors are swung shut at the end of every Trinity Term to signify the closing of the school before each summer. It could have been that this background helped form former

Scots Guard, OG Christopher Geidt, before he spent 10 years in the important role of Queen's Private Secretary...

Pupils are fiercely loyal. Passions run high at inter-school competitions but manners and behaviour are strongly enforced. Ms Logan commented in her speech at a recent OG dinner: "While not getting the result that we had hoped at the match, Coll played an honourable and clean game and epitomised all that is good about the great school."



## Gordonstoun

Principal: Lisa Kerr

Location: Moray • Boarders: 8-18 years • Est: 1934

**Gordonstoun is famous for having the only student-manned retained fire service in Scotland which is linked to the Scottish Fire and Rescue Service. It is on call 24/7 during term time.**

Gordonstoun probably has the broadest curriculum of any school in the world.

From its earliest days, Gordonstoun pioneered 'character education' through the delivery of a uniquely broad curriculum which prepares students for exams and life after school. The enduring educational impact the school's ideals have had on education worldwide are exemplified in the international rolling out of the Duke of Edinburgh's Award (which started as the "Moray Badge" at Gordonstoun in 1936), The Outward Bound Movement and Round Square. The Round Square Schools movement, with a membership of 100 schools across five continents, was founded from Gordonstoun and is named after Gordonstoun's most iconic building. Expeditions to the Scottish Highlands or sail training on the School's 80ft Sailboat are an integral part of the

school's day to day life. By extending the field of learning beyond the classroom, students gain invaluable experience in being both leaders and team players and in having compassion and understanding for their fellows – and of themselves. Their outlook is broadened, their ability to consider the needs of others developed, and they gain resilience – life skills which can only complement the school's commitment to, and realisation of, academic excellence.

Active engagement in service to the local community also comprises a core part of Gordonstoun's 'working week', further expanding the students' sense of personal and social responsibility and building self-esteem. All year groups take part in service, but from Year 11 each student commits to one of the school's nine services. These include the Fire Service (Gordonstoun is the only school in the country with its own Fire Service which is attached to the Scottish Fire and Rescue Service), Coastguards, Canoe Lifeguards and the Community Service – where pupils visit residential homes and support children with special needs.







## Kilgraston

Headmistress: Dorothy MacGinty

Location: Perthshire

Boarders: 12-18 years

Est: 1930

**The only school in Scotland with our own Equestrian Facilities. Kilgraston has a brilliant reputation for a small school with a large heart who compete above their expectations in many sports.**

Take hockey for example, Kilgraston has produced a current GB Under 23 player, two Scotland outdoor players and three Scotland indoor players to date along with five girls involved at Under 18 and Under 16 level for the season.

This year in the Midland District indoor team Kilgraston had six out of 12 players in the squad which for a small school is remarkable. Under the watchful eye of Pauline Stott MBE, Double Olympic hockey player and ex-captain of Scotland, the girls not only learn about the game and the skills but also about the psychology of the game and the desire to do their best at all times.

In 2017/2018 season Kilgraston won the Midland KO cup for the first time in 123 years and boy, did they celebrate!

**Motto:**  
COR UNUM  
[One heart]



## Lathallan School

Headmaster: Richard Toley

Location: Angus

Boarders: 10-18 years

Est: 1929



With an average class size of 12 and over 60 acres of outdoor learning space, Lathallan was the first school in Scotland to uptake and complete the Duke of Edinburgh Award. Boarders live in the castle and a school farm is launching shortly. The school relocated here from Fife after a fire. The castle was used as a maternity hospital during the war.



## Lomond School

Headmistress: Johanna Urquhart

Location: Helensburgh

Boarders: 8-18 years

Est: 1977



The only independent school on the west coast of Scotland Lomond School, has many successful alumni among whom are international athletes Charlotte Dobson (Olympic Sailor) and Nicola Skrastin (Scottish International for Hockey) among others.

**Motto:**  
'PROSPICIAMUS'  
[Let us look forward]





# Merchiston Castle School

Headmaster: Andrew Hunter

Location: Edinburgh

Boarders: 7-18 years

Est: 1833

**Motto:**  
**READY, AY READY**

**Merchiston is the only boys' independent boarding school in Scotland, offers the English curriculum, and has a global, outward-looking dimension. The School has a unique house structure. Each boarding house caters for a particular age group and the atmosphere and activities are tailored accordingly. The House structure enables boys to develop a wide circle of friends, and to learn how to support each other. Merchiston also benefits from its strong links with girls' schools for drama performances, cultural events and social gatherings.**

- The School is regarded as the premier rugby 'academy' in Scotland but for the last few years it has been one of the leading academic schools north of the border when judged on GCSE/A Level performance.
- Possibly, the only school which is named after a castle (which is located elsewhere), but has a ruined castle, with a different name within its campus.
- Handshaking – starts every term and concludes every boy's career at the end of the Sixth Form.
- Countryside location within city boundaries.
- An extensive fenced 'outdoor classroom' equipped with a large wildlife pond, chickens, turkeys and ducks, vegetable garden, fruit orchard and wild flower meadow to allow our pupils to explore Biology through a variety of practical approaches.
- Contains the largest war memorial in Edinburgh – the Memorial Hall, used for assemblies, Chapel Services, and a variety of other functions.
- All boys' school, but with girls in our CCF, drama productions and musical activities.
- Boys' school, but compulsory cooking classes for all final year pupils.
- Internationally themed meal days, linked to other events eg Ukraine day (22/1/18) celebrated with assembly talk and themed lunch.
- The grounds boast the largest collection of trees in Scotland outside of the Royal Botanical Gardens.
- There is a will to win, on the playing field and in the exam hall, but the boys are relaxed and charming, unfailingly courteous to friend and stranger alike.
- Nearly, half the School roll learns an instrument.
- Best Head of Public School (runner-up), Tatler School Guide 2015 and 2018.
- No.1 UK Junior Ranking Golf School (ISGA, 2014/15, 2015/16 & 2016/17).
- No.2 World Tennis School (ISF, 2017).

Representation in all of the 2017/18 Scottish National Rugby Teams.

- In 2016/17, 89% of all pupils, from 7-18, represented the School in sport.
- In 2016/17, there were 73 different teams, of all abilities, playing competitive fixtures across 16 sports: a total of 539 fixtures.
- Former pupil, Zach Mercer (Bath), included in England Rugby squad for 2018 Six Nations.
- A Year 9 Golf Academy pupil achieved 4th place in the 2018 U16 Faldo Series Championship, held in Dubai. The competition hosts approximately sixty of the world's leading junior golfers.

# ADVERTISING FEATURE



How would you like hours back in your day and a potentially paper-free desk? More than five years ago, boarding housemasters Andrew Day and Nick Rendall, then both working at King Edward's School, Witley, achieved just that.

This intrepid duo designed and built a software application that gave them back time to spend with their young charges. Instead of Post-it Notes, diaries, illegible scribbles, and details they were supposed to try to remember at the end of a busy night, they had developed a simple-to-use student-centric application. Information was easily captured, safely stored, and accessible in just three clicks.

Word got out within the school, and quickly other houses wanted access too. As staff migrated elsewhere, the benefits of using the software spread to other schools. As a result, Badger version two was launched at the boarding conference held at Bedales during May 2015.

Badger Pastoral Management Software is now used in a growing number of schools that truly value the welfare of their students and house staff. I know, I was one of them.

What struck me about Badger was not just that it's a clever piece of software that does more than it says on the box. It is implemented by an ever-growing team involved in the education sector. And as anyone in this sector knows, it is work at all hours. Badger staff work the same hours we do, making it easy to communicate and work as a team.

I recently met a deputy head piloting Badger at her school. She is planning a whole-school rollout ahead of schedule based on the success of the pilot, and because she feels part of the Badger team. And that is just it. It starts and continues with collegial respect. She has been particularly impressed by the Badger team's considerate attitude in the pre-trial period, and from the support team during the trial, as I was too. You get the sense they are in it for the long haul. It is hard to imagine a school that does not say something in its prospectus along the lines of, "We cater for the individual, and we want to produce a well-rounded pupil". How do you do that well, and also demonstrate that a good job has been done? Especially in boarding.

Badger's scope goes far beyond the clever graphs that analyse the pastoral care and concern of individual pupils. Badger can prove exactly how a student is performing pastorally and academically. When a parent calls or the school DSL needs information, it is readily available. Notes, phone calls, achievements and medical histories are just some of the details kept safely and confidentially.

So I urge you, if you would like a vivid picture of each student, on-the-go access to information to support your decision making, and more time to spend with your students, (and your family), then have a look at Badger. Visit the website (MeadowBadger.com) for more information, book a demo, pilot a trial.



By Jenni Brittain  
Former Head of Boarding, Bedales



# St George's School for Girls

Headmistress: Alex Hems • Location: Edinburgh

Boarders: 10-18 years • Est: 1888

**St George's School for Girls aims to empower girls to believe in themselves (YesSheCan). St George's has many remarkable alumnae who have distinguished themselves in major fields ranging from education and law to medicine and the arts.**

- Alice Thompson - novelist
- Amanda Mitchison - writer
- Annie "Spitfire" Penrose
- Brenda Mark - artist
- Brigit Forsyth – actress
- Candia McWilliam - author and Booker prize judge
- Carol Brown Janeway - editor and literary translator into English. She was best known for her translations of Bernhard Schlink's *The Reader*
- Catherine Philp - reporter, *The Times*
- Cordelia Fine - academic psychologist
- Emily Dudgeon – athlete
- Felicity Hammond - opera singer
- Margaret Houldsworth - British campaigner for women's education and a philanthropist
- Jennifer Wallace, Director of Studies in English at Peterhouse College Cambridge
- Ione Fim - Professor of Psychology, University of Washington
- Katie Targett Adams - singer/songwriter, Clarsach player
- Kathleen Scott - sculptor, pupil of Rodin; married to Captain Scott, mother of Sir Peter Scott
- Kay Adams - Scottish television presenter and actress in *Loose Women*
- Lady Ogilvie (Mary), first Head of St Anne's College, Oxford
- Lindsay Paterson, Edinburgh City Council, stood against Gordon Brown in the 2010 election
- Lois Weatherup - model, former Miss Scotland
- Marie Stopes - British author, palaeobotanist, academic, eugenicist, campaigner for women's rights, and pioneer in the field of birth control
- Penny Macmillan - journalist, broadcaster
- Phyllis Bone - 20th-century Scottish sculptor
- Sarah Davidson - model, fashion buyer
- Sarah McVittie - entrepreneur
- Sheila Burnford - author of *The Incredible Journey* (also a Disney film)



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## BUT WAIT, THERE'S MORE...



## St Leonards School

Headmaster: Michael Carslaw

Location: St Andrews

Boarders: 10-18 years

Est: 1877



**Notable Alumni:** At St Leonards, we are proud to be able to list a number of notable former students among our alumni. Over the years, the school has produced medical and educational pioneers, sporting champions, famous musicians and big names in arts circles. Famous St Leonards alumni include:

- Betty Archdale – early barrister and pioneer of women's education in Australia
- Wilhelmina Barns-Graham – leading abstract painter, based in St Ives, Cornwall
- Hazel Byford, Baroness Byford DBE – former Shadow Minister for Food and Rural Affairs
- Louisa Garrett Anderson – medical pioneer, social reformer, suffragist
- Kitty McKane Godfree – Wimbledon Ladies' Singles Champion, 1924 and 1926 and winner of five Olympic tennis medals over the course of the 1920 and 1924 Games.
- Margaret Haig Thomas (Lady Rhondda) – founder of political magazine, *Time and Tide*
- Betty Harvie Anderson (Baroness Skrimshire) – Conservative politician and peer
- Anji Hunter – former Director of Government Relations, 10 Downing Street
- Kristin Linklater – vocal coach to many well-known actors, based at Columbia University
- Max McElligott, lead singer of Wolf Gang
- Kathleen Ollerenshaw DBE – mathematician and educationalist
- Rosabelle Sinclair – honoured in U.S. Lacrosse Hall of Fame, Baltimore
- Dr Alice Stewart (née Naish) – pioneering epidemiologist
- Penny Thomson – film producer and former Director of Edinburgh International Film Festival
- Audrey Withers – editor of *Vogue* from 1940 to 1960



## Strathallan School

Headmaster: Mark Lauder

Location: Perthshire

Boarders: 9-18 years

Est: 1913

**Strathallan School boasts exceptional performance in sport – 6% of school played for Scotland or GB. The school has a policy of inclusion. The safe green campus has excellent facilities and most staff living on site.**

- Three former pupils heading to the Gold Coast for the Commonwealth Games – hockey and swimming.
- Two recent Olympians – in swimming and skiing.
- Two names in Scotland Squad for Six Nations against Ireland.
- This year's Scottish Rugby Schools Cup Winners.
- We have three pipe bands. One has closed T in the Park on two occasions and one of our pupils has won Pipe Idol. Our Pipe Major regularly plays for HRH Prince Charles.
- Starting with Chapel on Wednesday, celebrating Scottish traditions pupils and staff wear their kilts and international pupils are invited to wear their own national dress if they prefer – so expect to see a cacophony of vibrant colours gracing the walkways. And of course Burns Night and regular Reel dancing (on Friday's afters prep) are just some of the very popular Scottish themed events in the year.
- When the snow comes, ski days are declared and pupils head off to Glenshee for a day's skiing which is only about an hour away.
- The CCF has Royal Marines, Army and Navy sections. The Army Section wear the Black Watch's Red Hackle on their Tam O' Shanters given its affiliation to the famous Scottish Regiment. They can often be seen on Strath's Law, the large heavily wooded expanse in the school grounds where a great deal of field craft takes place.
- Strathallan is the only school to have its own Clay Pigeon Shooting Academy – and recently became schools' Champion in 2017.
- The Strath Bear – unnamed but a resident in Reception for many years – myths abound about his origins – something to do with sports cars and auctions – he is frequently snaffled for Leavers' high jinx so a few repairs here and there but still a dominating presence and much loved by all.





# Masculinity

## in the 21st century: Part 2

### What it means to be a role model for boys

In Part 1 of this series for *Boarding School*, I shared some family history and suggested that an outdated concept of a self-made man was someone who took wild risks, showed little emotion (positive or negative), relied more on charm than intelligence, and acquired material wealth. As I see it, the modern self-made man is more complex.

1. He is discerning. He watches how people treat one another at play, at work, in families, and in places of worship, and he chooses which examples to follow. He recognizes true beauty and nurtures the signature strengths in others and in himself.
2. He is respectful. He examines emotions and behaviors in himself and others, embracing fairness, honesty, loyalty, hard work, and sober consent. He rejects sex as a commodity or conquest, and does not confuse assertiveness with violence.



**Dr Christopher Thurber**  
Clinical Psychologist

3. He is confident. He cares for his body and doesn't let his biological sex, gender identity, or sexual orientation constrain or define his goals. He values his genitals, whatever their shape or size and relinquishes the self-doubt engendered by pop culture or pornography.
4. He is courageous. He takes initiative without being reckless. He is imaginative and creative without being wasteful. He takes healthy risks, not to impress his friends but to help others – and himself – achieve virtuous goals.
5. He is gritty. He perseveres through challenges, not out of fear of being called feminine but because he understands hard work is necessary for success, failure teaches more than success, and that set-backs are part of the path to achievement.
6. He is articulate. He expresses negative emotions, including fear, sadness, frustration, shame, as clearly as he expresses positive emotions, such as joy, pride, admiration, and love. He also listens carefully and openly empathizes with others' thoughts and feelings.
7. He is entertaining. He laughs a lot and makes other laugh. He has fun while inhibiting impulses that could harm himself or others. He relishes spontaneity as much as careful planning and always does his best to be mindful of the consequences for himself and for others.
8. He is unselfish. He eschews materialism and he shares in proportion to his prosperity. He knows a truly fortunate man is attached to people, places, and pursuits, not to money or objects. He takes every opportunity to teach what he knows.
9. He is humble. He recognizes there are entities in the universe more important than him as an individual. He consistently demonstrates a willingness to learn, to atone, to make amends, and to strive to be his best self and contribute to society.
10. He is rustic. He appreciates and cares for the natural world. He recognizes wasting resources, over-populating the planet, and generating pollution shows disrespect for future generations, whereas immersion in nature is good for the soul and motivates conservation.

I've waxed philosophically and given you a modern definition of masculinity. But I've failed. The constructs I just outlined define a good person, not a good boy or great man. To be genuine, respectful, confident, bold, gritty, articulate, entertaining, unselfish, humble, and rustic apply equally well to great girls and women, as well as to great people who are questioning their gender identity. But I'm not racking my paddle that easily.



## Freedom

I was four years old when Marlo Thomas and Friends pressed the vinyl record *Free To Be You and Me*. It was the liberation anthem for toddlers of the time and included a skit called *Boy Meets Girl*, starring comedian Mel Brooks. He and Thomas voiced two newborns talking in adjacent bassinets and trying to figure out who is the boy and who is the girl.

The two characters go through some usual gender role stereotypes, such as who likes flowers and the color pink, who likes trucks and the color blue, and who is afraid of spiders. There is so much gender non-conformity that they have no idea who is the boy and who is the girl. Until the nurse comes to change their diapers, at which point Thomas's character squeals, "You see that? *I am* the girl. And *you're* a boy!" Once again, the penis saves the day.

But not so fast. Between one and two percent of all people are born with ambiguous genitalia. It's about as common as having red hair. So I have failed again. One more strike and I'm out. If we're going to ask "What makes a great boy or man?" then perhaps we should give masculinity a psychological starting point, rather than a cultural one or a physical one.

## Feeling Manly

OK, then. Here we go. For anyone who identifies as a boy or a man, what makes them both great *and* uniquely masculine? It isn't my top 10 character traits and it isn't external genitalia. Maybe boys and men be defined not by what they *have* or what they *accept*, but by what they reject. Some men, like William Pollock, Dan Kindlon, Michael Thompson, Michael Gurian, and Tony Porter, think so. These authors have expanded and amplified the 1972 stance celebrated on the *Free To Be You and Me* record: Real boys and real men refuse to be pigeonholed.

Whether you call it a Boy Code or a Man Box, the message is the same: true masculinity is about embracing your humanity and discarding the masculine stereotype as unfeeling, violent, and strictly heterosexual. Enlightened males also discard the stereotype of women as weak, soft, inferior objects.

I think I just failed to define masculinity for a third time. But this stereotype rejection is valid stuff, so let's count it as a foul ball, not a strike. The problem is that you've heard these non-conformity messages before. Maybe too many times. I know I have.

If one more avuncular psychologists tells me not to conform to a heartless masculine stereotype, I might lock myself in a room—just out of spite—and watch every Dirty Harry, every James Bond, and every Fast and Furious movie that was ever made. Look, I'm happy to coach other boys and men out of the Boy Code and the Man Box, but let it be known: I got out of that space a long time ago.

## Today's Man

So I'll take one more swing at it by describing the times when I felt most authentically masculine.

- I feel masculine when I'm hunting and gathering. I haven't slain any woolly mammoths lately, but it felt good to get new winter coats for my boys. All of the hard work that went into having the funds behind the credit card I inserted confidently into the machine came flooding back in a rewarding surge of dopamine. The "Thanks, Dad, for the awesome new coat." was all I needed to feel manly. To be clear, hunting and gathering is in service to others, not at their expense. Even verbal references to hunting and gathering other people, such as calling another male a "slayer" if he makes a romantic connection or referring to a white tank top as a "wife beater" are misogynistic, not masculine.
- I feel masculine when I'm visually and emotionally engaged. I'll spare you the measurement details, but it's a biological certainty that most males are more easily captivated by visual stimuli than most females. Some of this may be sociological, but the brain structures involved in male arousal are a bit different than those involved in female arousal. I recognize this is about as deep as Santa Claus saying he feels most Claus-like on Christmas, something the Tooth Fairy can't exactly relate to.





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Picture courtesy of Claysmore

- I feel masculine when I'm guiding. When I tutor someone, fix something, or orchestrate an experience, it feels great. When I do it for someone else, I feel especially manly. I'm quite gratified when I can replace the icemaker, book a complicated travel itinerary for my family, or teach my son how to use the cross-cut sled I built for our table saw. For the women I've spoken with about these examples, such toils are pure psychic pain. For me, it's pure joy.
- I feel masculine when I keep my strength in check. Sure, it's true that most men have more upper body strength than most women. However, my friend Jessica is a competitive power lifter and my friend Michael is a quadriplegic. It's not the amount or type of strength that defines the man, it's the power to control it; to channel it in healthy directions. When I exercise self-restraint, when I am gentle, tender, or measured, I feel as manly as when I split logs. So far, no women I've spoken with feel equally empowered by self-control and swinging a maul.
- I'm closer now to defining a masculine ideal than I've ever come. I'm certain hunting and gathering, visual captivation, fixing things, and balancing muscles with moderation are more characteristically masculine than feminine. These factors contribute to manhood. But none of them makes a boy or man truly great. And all of them may be true for certain females.
- So here we are, at the end of our trek. We've discarded the bionic boy on magazine covers, climbed the emotional Everest of self-expression, identified ten gender-neutral virtues, and described four gender-specific attributes. I may have missed the mark, but I am suddenly struck with clarity and confidence.
- The one thing that makes a great man – the one thing that no woman could do – is to gather all this advice and live it out, *as a man*, among the next generation of men. Great women are equally important, but they live their leadership in uniquely feminine ways.
- Simply put: a great man understands

genuine masculinity is living what you want the boys in your school to become. Your sterling example—as someone who identifies as a man—will help them find their own masculine path. Ultimately, they will decide *who* they want to become. You can shape the *what* of your male students—their character, their convictions, and their charisma.

- *Live what you want your boys to become* is not just a modern, masculine ideal. It is the living model with which boys can most closely identify. Owning that truth is the essence of manhood.

**Dr. Christopher Thurber is a board-certified clinical psychologist who delivers keynotes and workshops at schools and summer camps around the world. He serves on the faculty of Phillips Exeter Academy, an independent, coeducational, boarding and day school in New Hampshire, United States. Learn more or contact Dr. Thurber via his website, [DrChrisThurber.com](http://DrChrisThurber.com)**



Considerations and complexities  
for overseas applicants

# Boarding in the UK



**Naomi Goldshtein**

*Tier 4 Manager/Solicitor, Fragomen LLP*

British boarding schools are admired all over the world, and with over 350 Tier 4 boarding sponsors the UK remains an extremely attractive location for primary and secondary school education for non-EEA families.

As the summer term gets into full swing, boarding schools may well still be hosting nervous students as they prepare for entrance exams to study at their chosen school in the UK. As part of this process overseas applicants and their parents will be attempting to understand the complexity of applying for the appropriate UK visa. This can be stressful and daunting with a lot of different rules and guidance.

Enrolling international students can often be the school's first experience of navigating the UK immigration system. Our clients wish to ensure they and their international boarders are equipped with the knowledge and understanding to enter the UK under the Tier 4 scheme or an alternative category.



➔ **What visa does my child need to study in the UK?**

For a child to study in the UK, the UK immigration system offers different routes. The one chosen in most scenarios is commonly dictated by the personal circumstances of the student and their family. We find the most common are:

- **Tier 4 Child** - a sponsored visa route for children aged between 4 and 17 to study in the UK
- **Tier 4 General** - a sponsored visa route for applicants aged 16 and above to study in the UK
- **Short-term study** - a non-sponsored visa route allowing temporary stay in the UK for up to 6 months to undertake a short period of study
- **PBS Dependant** - a visa route allowing individuals to remain in the UK on the basis of their immediate family of whom they are dependent upon, for example a Tier 1 Investor

**What funds are required to support an application?**

In January, the Tier 4 Guidance was updated to simplify the Tier 4 documentary requirements, allowing boarding students to evidence funds for the school fees only (course fees plus board/lodging) for the first academic year.

However, if the child is a non-boarding student, the child or their intended carer must demonstrate they have available funds to cover school fees for the first academic year plus the associated maintenance costs for each month of their course, up to a maximum of nine months.

**Immigration Health Surcharge**

The UK government has announced plans to double the charge applied to foreign nationals seeking to live in the UK for six months or more to work, study or join family (which entitles them to use public healthcare in the United Kingdom), known as the immigration health surcharge.

For Tier 4 applicants, currently a fee of £150 per year of intended study is paid at the time of the visa application. The government will seek to amend this to £300 per year of intended study by the end of 2018.



Picture courtesy of Giggleswick School

**Accommodation Arrangements in the UK**

The ISC Annual Census 2017 reports there are currently 27,281 non-British pupils whose parents live overseas. Therefore when a Tier 4 Child applicant is attending a UK boarding school they will often select to board within the school or alternatively reside with a host family. Both are permitted under the Tier 4 Child care arrangements.

**What if the child's living arrangement change whilst in the UK**

For families with busy lifestyles and careers UK boarding schools offer the stability and pastoral care arrangements families seek for their children. Most commonly a child will enter the UK under the Tier 4 student immigration category as the parents will remain overseas. This family dynamic fits well within the ideology of the Tier 4 category providing pupils the ability to study in the UK while continuing to receive emotional and academic support.

Where it can become tricky is if the family's circumstances change. In some instances, we have seen family's put under unnecessary stress simply because they have decided to relocate to the UK and have the children, formally boarders, live them in the UK family home.



Picture courtesy of Wellington

So, what's the drama? I hear you ask. Why can't a Tier 4 Child move from boarding arrangements to live with their parent(s) in the UK? The Tier 4 Child student route is designed for those living independently from their parent(s). When these circumstances change and the terms for which the original visa was granted now fall outside of the UK Immigration Rules, sponsorship must cease or otherwise at the time of visa extension the application will likely be refused.

Justification behind such a refusal is often on the grounds that should a Tier 4 Child live in the UK with their parents, this should be on the basis of holding the status of PBS Dependant. Alternatively, if the parents have no independent status of their own, the child must be accompanied by a parent who holds a Parent of a Tier 4 Child visa. This, however is only applicable to those Tier 4 Child applicants up to the age of 12 years. A solution for Tier 4 Child applicants aged 16 or 17 years is to

submit their application on the basis of living independently. The credibility of this approach is questionable as the child will be living with their family. However, for those aged between 12 to 15 years of age, the Immigration Rules prevent a Tier 4 Child living with a parent unless it can be evidenced that the child is also living with a close relative (grandparent, sibling, step-parent, aunt or uncle) for which the application can be based.

**Impact on sponsoring institution**

Having to cease study midway through a term or experiencing a visa refusal is highly stressful for any family and will almost certainly be disruptive for the child if they are required to stop studying.

Additionally, the result of a visa refusal for a Tier 4 sponsored student will adversely impact the sponsoring boarding school as refusal rates account for one third of the Basic Compliance Assessment (BCA) that must be filed by a

Tier 4 sponsor every 12 months. The BCA is undertaken by the UKVI calculating the boarding school has met the following criteria:

- Refusal rates – all CAS assigned in the last 12 months that have been 'used' to support an application, the total number of applications refused (if any) must be less than 10%
- Enrolment rate – the sponsors enrolment rate within the required enrolment period must be 90% of all CAS issued in the last 12 months
- Course completion rates – the sponsors course completion rate must be 85%

Should a sponsor fail their annual BCA assessment there is a significant risk of having their sponsor licence revoked, which will ultimately result in the school's inability to continue to provide sponsorship to overseas students. This would detrimentally impact on the school's reputation and could cause a significant loss in financial revenue.



**Mark Waldron**

*Headmaster, Ryde School with Upper Chine*

**National education policies so often lag behind reality – and nowhere is this more obvious than in the increasingly artificial debate between vocational and academic education.**

Recent concerns expressed by the Confederation of British Industry about the over-focus on exams came as a timely reminder that business leaders are far less worried about exam performance per se than having school and university graduates with the skills, character and virtues needed for the 21st century workplace and society. Attributes like flexibility, creativity and resilience feel over-used, but they are spoken of for good reason. I often find myself reminding our pupils at Ryde that they face a level of competition beyond anything I ever imagined when I was their age in the world before 1989, an age before the opening of China, the end of the Cold War and changes in global transport and technologies.

Independent schools have long been ahead of the Government in understanding the implications of these challenges and preparing their pupils accordingly. Character education is at the heart of what we do and we have been at the forefront of curriculum changes to bridge the divide between academic and vocational education.

At Ryde, we have been excited to be at the forefront of curricular change. First we adopted the IBCP (International Baccalaureate Career-related Programme) three years ago as one of three pathways through the Sixth Form – indeed were the first independent school in the UK to offer it alongside the IB Diploma and enhanced A Levels.

# At the heart, it's about character education



Pictures courtesy of Ryde School with Upper Chine

Unlike other post-16 qualifications, the IBCP combines academic qualifications with vocational learning, life skills and the IB's international and liberal ethos (the latter especially important for our Island pupils). What has surprised us since is how the interest has gone way beyond our local pupils and the IBCP is now increasingly popular with UK and international boarders. Maybe the British problem with technical education is a wider international challenge?

For younger years we have developed a curriculum for Years 7 and 8 that works within the framework of the PSB (Prep School Baccalaureate) - a relatively new programme pioneered by forward-thinking prep schools dealing with the same challenges at 13+ that I have identified at 18.

PSB@Ryde combines core knowledge with essential skills, again avoiding this 'either/or' debate for the obvious solution of 'both.' Free from external exams too often testing the retention of short-term knowledge, we encourage risk-taking and learning from mistakes. Research projects mean pupils learn to work together and independently, to lead and be part of a team. Our specific 'Ryde Global' programme runs in tandem, developing workplace and life skills with classroom work in, for example, neuroscience and public speaking alongside watersports, campcraft and outdoor learning.

We introduced this programme in September 2016 and are already seeing benefits for each individual child, including positive integration of boarders and day pupils in their early weeks of school. By the end of Year 8 our pupils will have completed a 'Skills Passport' which records their experiences, learning and challenges throughout the two years. More importantly they will have developed the confidence, resilience and team work beneficial to all, especially our first-time boarders.

We are developing some of these themes in the GCSE years – not easy with a full academic curriculum. This year pupils will choose an 'elective', designed to stretch them further in their main academic interests such as the Crest (STEM) Award, Global Perspectives IGCSE and the Arts Award.

What began as a concern to meet the needs of our distinct local market has quickly become attractive to our boarding pupils who travel from further away. I firmly believe our increased skills and global focus at Ryde benefits local pupils on the Island and the UK and international boarders that have chosen our beautiful location for their education.





# Vision, ethos and action: a trilateral approach to global student recruitment

One of greatest myths of attracting international students is that we can do equally as much, and cheaper, staring at our computer screens, answering emails, having Skype conversations with families, and sending an occasional packet of information with a nice handwritten note. We convince ourselves that we don't need to waste time hauling boxes and bags through Heathrow, slogging through slush and ice in a far-away land where we don't even know their words for slush or ice, nor do we need to deal with taxis, subways, or a car hire to find our way through streets that smell of smoke, rotting vegetables or dead fish, or in the worst of all worlds, all three.

“

Action without vision is only passing time, vision without action is merely day dreaming, but vision with action can change the world.

”



**John A Williamson**

*Executive Director, Linden Educational Services*

Luckily for us, we can be warm and cozy with our cup of Earl Grey, while the world responds to our adverts and website inquiry forms, incentivizing them to take a school tour and becoming replete with joy while instantaneously walking to the bursar's office to pay in full, and in cash, and discuss how they have discovered heaven on earth here at our campus doorstep. Indeed, many schools are correct in this assumption, and should we want only our classes to be filled with even more students from certain quarters of the globe, prolonging our lack of diversity in our student body, then yes, let's sit in our office, enjoy our biscuits, our corgis, and this month's issue of Country Life. Ahhhh . . . if only these were simpler times.

Sadly, the gone-by age when enrolling a diverse group of talented

students by internet alone has ended. In the early days this may have worked, but competition is steep, and sophisticated strategies are needed to stay afloat. It's no secret our budgets are stretched, and more for-profit schools, with excessive corporate backing, are emerging. Where we were once only worried about the shiniest bells and whistles, it has now grown into a full-scale arms race of facilities, robotics and forever changing AI. We now couple these hurdles with 480 UK schools vying for their share of our global markets, the Swiss with lavish building campaigns, the Americans with bursaries large enough to undercut even the best tuition planning, and the Canadians with low tuition, followed by a subsidised university degree, and of course citizenship . . . how can we possibly compete?



→ **Though** it sounds a bit like doom and gloom, it's certainly not unless we pretend our competition doesn't exist, and there's no genuine reason to refurbish our classrooms, our athletic facilities, or reinvent how we do business. Although our students are the reason we're here, pairing our enrollment revenue modeling, with our vision, ethos, and actions, becomes more difficult to execute every recruitment season. It was Nelson Mandela who said: "**Action without vision is only passing time, vision without action is merely day dreaming, but vision with action can change the world**".

He may have not mentioned ethos, but indeed you, your registrar, and your marketing colleagues are changing the world as you shepherd in a magnificent assembly of students to your campus year after year. Yet with so many recruitment markets available, and limited resources, how do we maintain our enrollments, while creating exceptional travel, recruitment, and recruitment strategies? This complex question is often the genesis of many institutional marketing conversations. What boarding schools intriguingly have discovered has been to develop a judicious formula based on a famous three-prong investment process. If we assemble our unique vision, ethos and actions, and collectively have them define our short-, medium- and long-range goals, along with the needed financial investments (the elephant in the room), then we can penetrate and secure an array of global student markets. This will provide us with varied return-on-investments for years to come, while according us the footing to pivot, whenever need-be due to unforeseen global circumstances.

Let's begin with the divisions in the three types of recruitment markets. You can name each division whatever you like (which often makes this laborious exercise somewhat fun), but create them in succession from the

Picture courtesy of Clayesmore



Picture courtesy of King Edward's Witley

easiest student markets to secure, all the way through to those seemingly unconquerable, yet emerging, student markets. This will allow us to partition our data, our time and most importantly our resources appropriately to each market segment.

I name my three market subsets after types of relationships, as to me that's what I'm creating, a genuine kinship with each of my markets (I've seen other recruitment strategies being named after pipelines, types of stores, classic movies and even dog breeds) .

Again, whatever you come up with, make it work for you and how you envision the most genuine way to attract students, agents and families to your school.

My basic 'Relationship' markets are 'The Shotgun Wedding Markets', where I know I can move into these and create a quick, lasting, and rewarding marriage where we'll live happily ever-after. My second group are a bit more of a struggle, and are called 'The Let's Get Engaged Markets', where we need to spend a little more money, show

them my values, assets and my affection, and learn how eventually to move them into my more important Wedding Markets. Then, thirdly my most difficult set of markets are 'Do You want to go on a Date Markets', where my dates might be shy, or being held back by a myriad of reasons, including distance. But, I've read their Tinder Profiles and I've determined it's a good match and if I stay on my best behaviour, I always look nice and smell good, and I try to say the right things while also being honest, (whew – that's a lot!), then one day they should come around and be caring friends and partners. Hopefully, and if I play my cards right, then over the next few years they will not only become engagement markets, but eventually I can provide them with enough love and support to become a full marriage partners for years to come.

Indeed this is not a fool-proof system because overseas circumstances change, but by recognizing these types of market layers often establishes us with a path to success. To further explain, (and in much more serious terms), let's divide each type of market into strategies and time-lines which should assist us with our planning, investments and transformative enrollment goals.

The Shotgun Wedding Markets: starting first with the most basic of investments, these markets are your easiest to develop and generate students, and often without much ado. You need to show your face here annually to ensure this vital group of students and agents remains your

leading contingent in the application pool and remain, for now, the principal source of revenue and enrollments. Other local boarding schools have these same markets as their core, and new schools are relentlessly moving in on your turf. Having annual one-on-one meetings with families, agents and feeder schools is essential to keep your besieged market-share, and some of these markets are so important that you should visit them more than once a year.

We all understand no market's forever. We've watched governments crumble, stock markets crash, oil wells deplete and unexpected arms conflicts damage markets we once knew were unshakable. Never be overly confident in any market, no matter how basic, as they can shift dramatically or simply implode without warning. Even stable countries, and their markets, can become turbulent and diminish almost overnight. Similarly, those who place too much trust in only a few markets eventually find themselves over-enrolling singular nationalities to compensate when other markets unexpectedly deteriorate. Show-up, be consistent, and never take any group of students, market, or countries for granted, not even China (the Americans are currently learning this the hard way).

The Let's Get Engaged Market: this group of markets is like gelatin on the world stage, (somewhat solid, but could quickly ooze between your fingers if you don't pay them close attention). Often these markets have been sending students to you, and

your peer institutions, singularly or in small numbers. It's now time to lead consultants, agents and families in these markets so they better understand the value of a proper British boarding school experience and thankfully one that has all of the characteristics found within your particular institution. This is the group where you can dive in and make the absolute most of your visits, igniting their interest and passion for boarding and emblazoning your brand so it's recognizable and unforgettable. Make sure you 'Own It' letting them know who are in no uncertain terms. You never know what each agency, or family, is looking for at this stage, so don't try to be anything that you're not, as indeed it's your uniqueness, your niche offerings and your passion, that will set you apart and earn you well deserved attention and enrollments.

Once I was hired by (what I thought was) an extremely stuffy British father to place his son at a boarding school. After numerous meetings and discussions, I chose several campuses for them to consider and I accompanied them on their visits. After arriving in their Bentley, I walked around these campuses, with the father parading his ascot, Rolex, signet ring, silver-tipped walking cane, £1,200 Hermes shoes, and an air of seemingly disgust on every tour. He had little to say and kept every emotion at bay.

A few months later when the final reckoning came, the son had been accepted to his top choices. The father beckoned me for our final meeting, where I was notified that they had chosen their boarding school based on "the School's representative, and her candour and honesty." I had noted during our tour that the marketing officer hid nothing, and gave us the good with the bad. She maintained that 'this is who we are and this is why students choose our school'. The father and son (unbeknownst to me) liked that honesty. They reported to me



→ their main deciding factor was that this particular school was holding a national conference of boarding school students to discuss transgender issues, and he wanted his son to be exposed to such discussions as he'd been sheltered to such thinking in his past. I almost fainted. Truly, this could not be flowing from the mouth of this Hermes-shod lord. Yet, it was because a school (with little name recognition) had acknowledged every morsel of their being throughout our tour, and never backed down from their beliefs, or their flaws, (when clearly all signs from this family pointed elsewhere), that they enrolled one of the UK's wealthiest families. It was a wonderful lesson which I live to teach all of my client schools, as in the end, this is how you'll find the students who will prosper the most while on your campus.

Though I digress, I find this story important when working with our 'Let's Get Engaged' markets. This is a group of markets you'll want to approach thoroughly, honestly and strategically. In the course of two or three years, you'll turn some of these markets into your 'Married' markets, offering you a steady flow of diverse students which genuinely support all areas of your school's offerings. Moving these Engagement Markets to Married Markets takes time, money and effort, but most of all, it takes 'showing up' and engaging with them on a very personal, and in-depth level. All of these markets need, and deserve, face time with you, and it won't be enough simply to contact agents telling them how wonderful you are and that your new Sixth Form building or cricket pitch is the best in the land. It's indeed hard work, but these markets are the most likely candidates which can transform your enrollments, your campus diversity, and your revenue stream over the coming few years.

The Let's Go on a Date Market: The most exciting of all markets is when you first get to go on a date. What fun it is to experience new and emerging markets first hand. You've done your homework and read the market profiles; you've seen the enrollment data reporting these countries may come on-line at any time; you've studied the agencies and even neighborhoods which are producing; and now you're selecting, and graciously endearing those markets which could be the most advantageous for your School over the coming five to seven years.

Among this group, you'll need to explore where the most solid connections can be built. Where do you have connections (on myriad levels), and where can you start your branding before your competitors have yet to do their research. It's a thrilling time, just like any first date, and you don't want to blow it by not doing some preliminary work, and metaphorically showing up in the wrong outfit, or taking your dates out for steak only to find out they're vegetarian. It can be an awkward stage, but if you take the time and perform your due-diligence, as well as ask your colleagues or established recruitment companies where to go, then you can determine which markets will best be suited 'for dating' now, and which need to simmer for a few years (and remembering that it's never the same answer for any two schools).

Don't forget that starting in these markets is an investment in the future. One particular way you may develop some of these more quickly would be to promote your summer or short-term programming (along side your multi-year programming). This can often bring about a quick, (albeit small) return, but it can establish your brand ahead of those who have yet to show up, or who will only consider the long-term student. By marketing short term, you'll likely enhance your dance card from the very start of the cotillion. Often those looking for a new dance partner will want to check-out your moves, and banter, with a quick twirl around the dance floor. Be nimble, and come prepared, as short-term programming could be the shortcut to capturing the slow-dance at the end of the night, where lasting impressions are created and where a first kiss can often be kindled into something long-term.

Invest in these, and all of your student markets with care, dedication, and knowing that some of the student markets will take a while to move. Be guided by your ethos, your vision and your action, as this trinity will create investment scenarios far-reaching for your school's future. You, and your school can be whatever you envision in the next decade. I've watched many no-name, no-facility schools become the proud and most popular institutions in a region, and it's all due to diligence, investment, and being who you are, while embracing who you want to become. Remember you can rewrite the future of your school, and if you and your team can dream it, then you have the power to make it come true.

John Williamson is the Executive Director of Linden Educational Services.



**Mike Silcock**  
Director of Boarding  
St Patrick's College, Ballarat, Australia

# Boarding: 'There and back again'

**It seemed wholly appropriate to borrow the title of my favourite novel *'The Hobbit'* as a way to begin my own journey. I was just seven when, trunk packed and with a full tuck, Mum and Dad took me to boarding school. I should add that my Mum also thought it important to ensure my personal belongings would be easily distinguishable – with even my hockey stick having my name emblazoned on it in PINK nail varnish. If this did not create the potential for ridicule, surely sending me with a MATCHING LIME GREEN tracksuit, as my one permitted casual outfit, certainly clinched the deal. My Grandma had given me a copy of *'The Hobbit'* that she had given my Mum when she had also left for boarding school. Little did I know at the time how significant the novel would become for me.**

The title of the novel (and this article) is so apt as a summary of the journey I have been on. I am humbled to have been asked to contribute an article and thought I would provide an insight into my a career that most recently sees me as Director of Boarding at St Patrick's College in Ballarat, Australia. The Australian boarding landscape is unique, but not without many shared characteristics of boarding throughout the world. My own time in boarding was certainly challenging at the beginning. It

was not easy to move from a very individualised (even with three sisters to share a bathroom with!!), family supported environment to one where the focus is on the collective. I am not saying my individual needs were not well considered, but that this care was framed within a desired, collective objective. Ultimately, it was not the environment I moved to that I found challenging, rather that it was one away from my family. I loved my time in boarding, however I missed my family. With time I learnt to manage this challenge and did so with the wonderful care from many supportive boarding staff members. I always recall with fondness how my first Housemaster and Housemistress had a son who was born shortly after I joined the school. My Mum organised for me to give Tom a little teddy bear, who they called 'Harry', my middle name. I now have family at the school and I still see Tom. He is now a strapping twenty something, however he still has 'Harry' and retells the story with much affection. *That* is what captures the uniqueness of boarding and, for me, sets it apart as so special.

My journey started that day as I made my way along the North Wales coast to Rydal, which would be my home for junior school. It continued via the Yorkshire Dales with senior school at Giggleswick and saw me travel to Fife to

study at St Andrew's. A chance meeting upon the conclusion of my studies afforded me the opportunity to move to Penzance and the Bolitho School, sadly no longer open, to start my professional journey into the world that had so well looked after me and afforded me so many opportunities.

My time at the Bolitho School gave me with my first professional boarding experiences, and introduced me to my wife and it was certainly for love that I moved to Australia. Australia had never been on my 'radar', but the resilience, independence and determination my time at boarding schools instilled in me, served me well. I spent five years out of boarding, teaching at a fabulous school in Melbourne, before the opportunity to move to Ballarat, where gold was discovered in the 1850s. Community is so important to me – it was my support through boarding school, when away from my family – and from arriving in Ballarat in 2013 Ainslie and I have been truly humbled by the warmth of the Ballarat community and St Patrick's College. For 12 months I served as Assistant Director of Boarding, before being appointed to Director of Boarding in 2014. The demographic of our boarders is rooted in Country Victoria with families sending their sons to us to be afforded greater opportunities than they may be able to access in their remote home. This geographical

motivation was not reflective of my own boarding experience or my understanding of the domestic market in the UK today.

I am in the role I am today because of my own wonderful boarding school experiences. My love of boarding motivates me to create the best possible boarding experience for the boarders here at St Patrick's College. Our boarding program has operated positively for several years, boarding was described to me as the 'heartbeat' of the College by our Director of Mission. But after a thorough review in 2015 it was evident that our facilities did not match the quality of the program. EREA, our governing body, our Board, our Headmaster shared my vision and at the start of 2016 the design of a new, purpose-built Boarding Precinct began.

The Precinct represented a move away from the 'House' model of boarding into a purpose designed, all-encompassing residential facility. This would allow the merging of all boarders into one facility located on the main College campus. Improved boarder facilities, amenities, safety and supervision would provide for a better boarding experience. The new Student Boarding Precinct would also allow the College to consolidate services and staffing levels to establish an efficient economic model into the

future. The Precinct would ultimately accommodate 90 students across a three-storey accommodation building. A single-storey building component would house kitchen facilities and a flexible dining hall that can also be used for student recreational activities. Student bedrooms will generally cater for two at any given time. The design stage was significant and not without difficulties. Our Headmaster placed great trust in me to design our new Precinct. I was conscious of carefully considering every facet to ensure it would stand as an example of quality boarding accommodation for many years to come.

Construction started in 2017. Our excitement was palpable as ground was broken. Our only concern now was whether the Ballarat weather would be kind to us. The result is spectacular and in December last year we took occupancy of the new building. In 2018 we look forward to the completion of Stage (3) of the Precinct development, which will allow a 'grand opening' mid-year.

As a teacher I have often instructed my students to find a 'thread' in their writing to provide clarity of contention and structure to their work. If I now search for my own life's 'thread' I need look no further than boarding.





BSA MEMBER LIST

Abberley Hall School  
Abbey College, Cambridge  
Abbey College, Manchester  
Abbots Bromley School  
Abbotsholme School  
Abingdon School  
Ackworth School  
ACS Cobham International School  
Al Jamiatul Islamiyyah  
Albyn School  
Aldenham School  
Aldro School  
Aldwickbury School  
All Hallows School  
Ampleforth College  
Appleford School  
Ardingly College  
Ardvreck School  
Ashby School  
Ashdown House School  
Ashfold School  
Ashford School  
Ashville College  
Ashwicke Hall School  
Atlantic College  
Aurora Eccles School  
Aysgarth School  
Badminton School  
Barnard Castle School  
Barnardiston Hall Preparatory School  
Bath Academy  
Battle Abbey School  
Beachborough School  
Bedales School  
Bede's Preparatory School  
Bede's Senior School  
Bedford School  
Bedstone College  
Beechen Cliff School  
Beechwood Park School  
Beechwood Sacred Heart School  
Beeston Hall School  
Belhaven Hill School  
Bellerbys College, Brighton  
Bellerbys College, Cambridge  
Bellerbys College, London  
Belmont Preparatory School  
Benenden School  
Berkhamsted School  
Bethany School  
Bilton Grange School  
Bishop's Stortford College  
Bishopstrow College  
Bloxham School  
Blundell's School  
Bootham School  
Bosworth Independent College  
Boundary Oak School  
Bournemouth Collegiate School  
Box Hill School  
Bradfield College  
Brambletye School  
Bredon School  
Brentwood School  
Brighton College  
Brockhurst And Marlston House Schools  
Brockwood Park School  
Bromsgrove School  
Brookes Cambridge  
Bruern Abbey School  
Bruton School for Girls  
Bryanston School  
Brymore Academy  
Buckswood School  
Burford School  
Burgess Hill Girls  
Caldicott School  
Cambridge Centre for Sixth Form Studies  
Cambridge Tutors College

Campbell College  
Canford School  
Cardiff Sixth Form College  
Casterton Sedbergh Preparatory School  
Caterham School  
CATS College, Cambridge  
CATS College, Canterbury  
CATS College, London  
Chafyn Grove School  
Charterhouse School  
Chase Grammar School  
Cheam School  
Chelsea Independent College  
Cheltenham College  
Cheltenham Ladies' College  
Chetham's School of Music  
Chigwell School  
Christ Church Cathedral School  
Christ College, Brecon  
Christ's Hospital School  
City of London Freeman's School  
Claremont School  
Clayesmore Preparatory School  
Clayesmore School  
Clifton College  
Clifton College Preparatory School  
Cobham Hall School  
Colchester Royal Grammar School  
Concord College  
Cophthorne Prep School  
Cothill House  
Cotswold Chine School  
Cottesmore School  
Cranbrook School  
Cranleigh School  
Culford School  
Cumnor House, Sussex  
Cundall Manor School  
Dallam School  
Dauntsey's School  
De Aston School  
Dean Close Preparatory School  
Dean Close School  
Dean Close St John's  
Denstone College  
DLD College, London  
Dollar Academy  
Dorset House School  
Dover College  
d'Overbroeck's College  
Downe House School  
Downside School  
Dragon School  
Dulwich College  
Dulwich Preparatory School, Cranbrook  
Dulwich Preparatory School, London  
Durham School  
Eagle House School  
Eastbourne College  
Edge Grove School  
Edgeborough School  
EF Academy Torbay  
Ellesmere College  
Elmhurst Ballet School  
Elstree School  
Epsom College  
Eton College  
Exeter Cathedral School  
Exeter Mathematics School  
Farleigh School  
Farlington School  
Farringtons School  
Felsted School (incl Prep)  
Feltonfleet School  
Fettes College (incl Prep)  
Foremarke Hall, Repton Preparatory School  
Forres Sandle Manor School  
Framlingham College Preparatory School  
Frensham Heights School

Frewen College  
Fulneck School  
Fyling Hall School Trust LTD  
Giggleswick School  
Glenalmond College  
Godolphin School  
Godstowe Preparatory School  
Gordon's School  
Gordonstoun School  
Great Ballard School  
Great Walstead School  
Gresham's School (incl Prep)  
Haberdashers' Adams  
Haileybury and Imperial Service College  
Hampshire Collegiate School  
Handcross Park School  
Hanford School  
Harrogate Ladies' College  
Harrow School  
Hatherop Castle School  
Hazlegrove Preparatory School  
Headington School  
Heath Mount School  
Heathfield School  
Hereford Cathedral School  
Hilton College Preparatory School  
Highfield School  
Hockerill Anglo-European College  
Holmewood House School  
Holmwood House School  
Holyport College  
Horris Hill School  
Hurstpierpoint College  
Hurtwood House School  
Ipswich High School  
Ipswich School  
Jamea Al Kauthar & Abrar Academy  
Junior King's School  
Kent College Nursery, Infant and Junior School  
Kent College, Pembury  
Kent College, Canterbury  
Kent College, Canterbury  
Kilgraston School  
Kimbolton School  
King Edward's School, Witley  
King William's College  
Kingham Hill School  
Kings Bournemouth  
King's College Saint Michael's  
King's College School  
King's College, Taunton  
King's Hall School  
King's School, Bruton  
King's School, Ely  
King's School, Rochester  
Kingsley School  
Kingsmead School  
Kingswood Preparatory School  
Kingswood School  
Kirkham Grammar School  
Kitebrook House  
Knighton House School  
Lambrook School  
Lancaster Royal Grammar School  
Lancing College  
Langley Prep School at Taverham Hall  
Lathallan School  
Leighton Park School  
Leweston School  
Lime House School  
Lincoln Minster School  
Liverpool College  
Llandoverly College  
Lockers Park School  
Lomond School  
Longridge Towers School  
Lord Wandsworth College  
Loretto School  
Loughborough Grammar School

Luckley House School  
Lucton School  
Ludgrove School  
LVS Ascot  
Maidwell Hall School  
Malvern College  
Malvern St James  
Mark College  
Marlborough College  
Marlborough House School  
Marymount International School  
Mayfield School  
Merchiston Castle School  
Mill Hill School & The Mount, Mill Hill  
International  
Millfield Preparatory School  
Millfield School  
Milton Abbey School  
Monkton Combe Preparatory School  
Monkton Combe Senior School  
Monmouth School for Boys  
Monmouth School for Girls  
Moor Park Charitable Trust LTD  
Moorland School  
More House School  
Moreton Hall Prep School  
Moreton Hall School  
Moulsford Preparatory School  
Mount Kelly School  
Shrewsbury School  
Mowden Hall School  
Moyles Court School  
Myddleton College  
Hurtwood House School  
Northbourne Park School  
Northeast Manor School  
Oakham School  
Ockbrook School  
Old Buckenham Hall School  
Old Swinford Hospital  
Orwell Park School  
Oswestry School  
Oundle School  
Packwood Haugh School  
Padworth College  
Pangbourne College  
Papplewick School  
Perrott Hill School  
Peter Symonds College  
Pinewood School  
Plymouth College  
Pocklington School  
Polam Hall School  
Port Regis School  
Prestfelde School  
Princess Helena College  
Prior Park College  
Prior's Field School  
QE Academy Trust (Queen Elizabeth's)  
Queen Anne's School  
Queen Ethelburga's Collegiate  
Queen Margaret's School  
Queen Mary's School  
Queen Victoria School  
Queen's College, Taunton  
Queenswood School  
Radley College  
Ratcliffe College  
Reading School  
Reddam House School  
Reed's School  
Rendcomb College  
Repton School  
Richard Huish College  
Riddlesworth Hall Preparatory School  
Rikkyo School in England  
Ripon Grammar School  
Rishworth School  
Rochester Independent College

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

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

Winchester House School  
Windermere School  
Windlesham House School  
Wishmore Cross Academy  
Witham Hall School  
Woldingham School  
Woodbridge School  
Woodcote House School  
Woodhouse Grove School  
Worksop College  
Worth School  
Wrekin College  
Wychwood School  
Wycliffe College (incl Prep)  
Wycombe Abbey  
Wymondham College  
Yehudi Menuhin School

EUROPE

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

REST OF THE WORLD

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

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