

# THE ISA JOURNAL

DIVERSITY & INCLUSIVITY IN EDUCATION | NO 22 | FEB 2020



- LORD LEXDEN ON DIVERSITY
- GIRLY SWOTS AND COOL BOYS
- LEADERSHIP AND THE CHALLENGES OF DIVERSITY
- INCLUSION ACROSS NATIONS

# Develop wellbeing, resilience and positive mental health in your pupils



**SPECIAL  
PRE-LAUNCH  
OFFER  
AVAILABLE**



All-in-one programme to deliver relationships and health education in Key Stages One and Two.



HEALTH AND  
RELATIONSHIPS

[www.discoveryeducation.co.uk/PSHE](http://www.discoveryeducation.co.uk/PSHE)

# Welcome

FROM THE CEO

Neil Roskilly



Mention diversity and inclusivity in education and you tend to get some funny looks. Conversations can quickly turn to the more obscure aspects of the topic, such as a school's uniform policy or signage on toilet doors, even though such practical considerations can be a real concern for many children and adults working in our schools. These issues often garner headlines from a media seemingly obsessed with division,

but diversity and inclusivity both go well beyond such superficial treatments, reflecting the very make-up of our schools. If we are to be regarded as an important contributor to society, surely our schools need to reflect British culture in all its wonderful diversity. So, it's understandable if questions are raised about gender, ethnic and religious representation throughout independent education, including among its leadership and governance, just as we would want to know how our pupil bodies reflect the multiplicity of special educational needs that enrich our society, and that those needs are being met.

Visit most independent schools and you'll soon get a sense that they're a microcosm of society and community. However, statistics don't always help here. Over 15% of pupils in ISC schools have at least one SEND condition, almost exactly in line with children in the UK. But we can't ignore the fact that many of those children are educated in specialist schools and not always in integrated settings. The needs of the individual child should always dictate the approach taken of course. 34% of pupils in ISC association schools are from a minority ethnic background – a healthy figure on the surface and broadly mirroring English state schools – but does this mask the fact that large numbers are from overseas, with boarding schools showing the greatest diversity? Further, the old boys' (and girls') networks still account for many governance

appointments, so many such bodies show low levels of diversity and some fail to reflect the school's pupil and parent constitution. Perhaps this explains why school leaders from BAME backgrounds are comparatively rare in independent schools – a major challenge for the sector.

So, we are taking a very wide approach to inclusion in this issue of the Journal. ISA's President reminds us of the variety of schools in the sector and the dangers of a narrow media view. You'll also read why we need to be aware of the language we use in schools and how the choices we make can help to build an inclusive culture. One ISA headteacher shares his personal story of immigration and integration, showing how the encouragement of teachers can change lives (if ever we need reminding), and you'll read how modern boarding can foster integration and promote inter-cultural understanding and compassion. We also ask if schools need to embrace compassionate inclusion if the rights of all children are to be upheld. We hope you enjoy the discussions that arise.

## CONTRIBUTORS

**Neil Roskilly, CEO** - Editor in Chief

**Lord Lexden** - ISA President

**Mark Roberts** - Assistant Principal at a school in Devon and columnist for TES

**Shaun Dellenty** - Multi-award-winning LGBT+ inclusion trainer

**Nilesh Manani** - Head of The Swaminayan School

**Olivera Raraty** - Headmistress at Malvern St James Girls' School

**Victoria Showunmi** - academic at UCL IOE

**Paul Miller** - Head of the School of Education and Professor of Educational Leadership & Social Justice – Greenwich University

**Jonathan Hetherington** - Headmaster at The More House School

**Sara Furness** - Associate Director for Partnerships UWS

**Pam Hutley** - Headmistress at Hollygirt School

Front Cover photo: Claires Court (LW)



## WRITE FOR THE ISA JOURNAL

ISA's Members want to hear about best practice in any area. Send a brief outline or topic to [journal@isaschools.org.uk](mailto:journal@isaschools.org.uk).



**S & C SLATTER**  
CONSTRUCTED WITH INTEGRITY



## Helping Children Thrive Through Sport Since 1991

S&C Slatter overcame challenging conditions, restricted access and historical covenants to deliver new sports facilities at Holy Cross Preparatory School. All during term time.

*"The facility brings a large under-utilised area into everyday use and represents a quality addition to the school. Participation rates are high and pupils are very involved in sport in the local and wider community"*

Russell Hanna, Bursar, Holy Cross Preparatory School

### What could we do for your pupils?



Contact Jason Douglass for an informal discussion

Tel: 01635 345 210 Email: [jason@sandcslatter.com](mailto:jason@sandcslatter.com)



# Contents

- 06 School News
- 09 Diversity and Inclusivity: ISA's Key Role - *Lord Lexden*
- 10 Girly Swots and Cool Boys - *Mark Roberts*
- 14 Finding the Path - *Shaun Dellenty*
- 16 Triumph in Adversity - *Nilesh Manani*
- 18 ISA Courses
- 20 Modern Boarding: Warm, Inclusive and Diverse - *Olivera Raraty*
- 22 ISA National Awards 2019
- 24 The Challenges of Leadership and Diversity in Independent Schools  
- *Victoria Showunmi & Paul Miller*
- 29 Harnessing our neuro-diverse schools - *Jonathan Hetherington*
- 32 Inclusion Across Nations - *Sara Furness*
- 35 Awarding Exceptional Pupils - *Pam Hutley*
- 36 ISA Arts
- 38 ISA Sports



# School News

SCHOOLS FROM ACROSS THE ISA SHARE THEIR ACHIEVEMENTS



Claire Osborne ASDAN

## ISA EXPANDS ITS DRAMA COMPETITION ABROAD

For over 20 years, The Independent Schools Association has been offering the National Drama Competition to its Members' Schools. A celebration across the ages of the dramatic arts, giving children the opportunity to experience the thrill of live performance, whilst encouraging self-expression, boosting their confidence and showing the true value of working as a team.

As we further expand our Arts programme, we are thrilled to be partnering with ASDAN China. ASDAN (Award Scheme Development and Accreditation Network) is an award-winning charity aiming to offer skill-based programs and qualifications to students aged between 5-18. Drama education is still in its infancy in China, the country has strong emphasis on STEM and Business thus far, so ASDAN and ISA aim to bring more Drama offerings to China's schools.

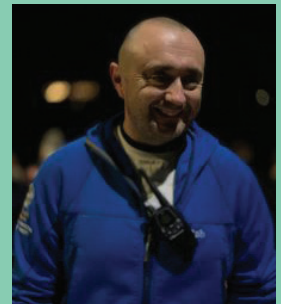
ISA is proud to be working together with ASDAN in bringing the ISA National Drama Competition to China, to inspire the next generation of theatre lovers by developing drama opportunities for children throughout the country.

## KINGSLEY SCHOOL'S CLIMATE CHANGE TEACHER

Steve Whaley becomes one of the first teachers in the UK to be a UN accredited Climate Change Teacher.

Mr Steve Whaley has been working hard to become an eduCCate Global Climate Change Teacher, accredited by UN CC:Learn. Mr Whaley can now deliver world class climate change lessons to all pupils at Kingsley School Bideford and through lesson observations and staff training, plans to share information and best practice with all teaching staff, so they can take part in this new initiative. He will also continue to deliver climate change education through Geography lessons and his many extracurricular activities. Steve Whaley, Head of Geography, Kingsley School, says, "Climate change has been in the curriculum for years. The information I learnt on the course is astonishing and we really need to provide our students with the up to the minute knowledge on climate change so we can empower them to make the decisions that can make a difference."

The UN Climate Change Teacher Academy is being delivered by Harwood Education, in partnership with the One United Nations Climate Change Learning Partnership (UN CC:Learn). Teachers will be able to teach pupils vital lessons about climate change and earn certification from the United Nations.



Newbridge Prep School (M)

## ISA MEMBERS FEATURE IN THE TIMES EDUCATION PARENT POWER SCHOOLS GUIDE 2020

The Times Education 'Parent Power Schools Guide 2020' was recently published and we were pleased to see many ISA Members included in the report. Of the top ten schools that were listed in 'The Top Independent Preparatory Schools' league table, an impressive six are members of the ISA (five out of the top six) – plus many more out of the total 75 schools listed. Congratulations to everybody who made the list, particularly St Martin's School, who topped the board! Ranking second in the table was ISA Member, Newbridge Preparatory School, and we were thrilled to find that they have also been awarded the accolade of 'Independent Prep School of the Year 2019' by The Times Sunday. It was reported that "Pupils at Newbridge Preparatory School are given space 'to have a childhood' within a stimulating learning environment that allows them to blossom". As always, well done to all ISA Members who strive to provide the very best to the children in their care.



## GREEN TREE SCHOOLS AWARD

Normanhurst School achieve the Bronze Award on the Woodland Trust's Green Tree Award.

The Junior team at Normanhurst School are working on the Green Tree Schools Award with the Woodland Trust. Class teacher, Mrs Allen, completed an online survey which got the school off to a good start with some points. Year 5 have completed their challenge, which was taking landscape photos with different viewpoints. As a result, Normanhurst School has now reached the bronze award! This is a great achievement for the school and gave even more ambition to the pupils to collect more points to reach the next milestone, which is the Silver Award. More than 12,000 schools are taking part in this scheme, which means also taking action to help the environment. Each year group have a different challenge to complete in the outdoors, each challenge gives points. Other environmental tasks include tree planting and reducing CO2 emissions. Find out more about the project at [www.woodlandtrust.org.uk](http://www.woodlandtrust.org.uk)

## FLOWING WITH THE SEASONS

How Brockwood Park School implemented a shift to a seasonal timetable

At the end of the last school year Brockwood Park School engaged with their leaving students, and those returning, in an honest review of how the year had gone. Following on from meetings as a whole school and with groups of students, a small team of three staff met over a period of a few months to work on ideas to implement a new start to the school day. The key aims were to have a later start to the school day throughout the year; to have a later start in the winter than in the summer, and to alter the duration of breaks to enable an extra 20 minutes in the summer timetable and 40 minutes in the winter. There have been a number of positive effects from this, such as an increase in students attending breakfast, giving them a fresh energy to start the day as well as then being able to have a more leisurely breakfast. The principle effect has been the time now available to the students to get enough sleep. The change has taken time but students and staff alike are very positive about this change.



## BRACKENFIELD SCHOOL (N)

### FINALIST IN VIRGIN MEDIA'S CHRISTMAS STARS CONTEST

Each year the Head of Infants, Mrs Moon, and the Head of Performing Arts, Miss Leaf, write a special nativity production for Brackenfield Infant pupils. Last December they chose the theme of "A Royal Christmas", with the Queen and Prince Phillip preparing for Christmas at Sandringham as they were visited by carol singers, after a busy day shopping at Selfridges.



The production included two original songs written by Miss Leaf: "A Royal Christmas" and "Shopping at Selfridges". It was a truly magical, royal performance.

The performance impressed the judges at Virgin's Christmas Stars Contest 2019, and Brackenfield were delighted to be shortlisted for the second year running for the competition. Well done Brackenfield!

Visit <https://www.virginmedia.com/virgin-tv-edit/customer-exclusive/virgin-tv-christmas-play> to find out the winner.

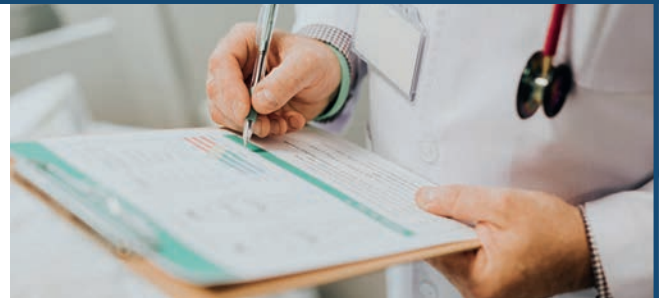


## Affordable, Local Driver Medicals

### Planning your next school trip or sports fixture?

Pupils' safety is paramount - Ensure your driver is licensed to drive minibuses.

- The UK's leading minibus medical provider
- Weekend, evening and out of term clinics
- Site visits to suit your staff
- D4 Driver medicals from £55 (including eye test)
- Experienced Doctors
- Trusted by 4000 professional drivers a month
- Local service and 70 locations nationwide



Rated Excellent   
on  Trustpilot

**BOOK YOUR MEDICAL**

[d4drivers.uk/book-now](https://d4drivers.uk/book-now) | 0300 3030 668 | [bookings@d4drivers.uk](mailto:bookings@d4drivers.uk)



## Helping you find first class teachers. Exclusively for independent schools.

At Harris Hill Independent Schools we believe in doing one thing remarkably well, which is why we specialise exclusively in high quality permanent and long-term staff for independent schools.

With this clear focus and our own experience in the sector, we'll genuinely understand the unique requirements of your school and the calibre of person needed to meet them. What's more, we can find them, hence our excellent reputation among many highly-respected schools for successfully filling key posts including:

**Early Years Teachers • Specialist Subject Teachers**  
**Heads of Department • Senior Leadership Team**  
**Development (and further non-academic staff)**

Whatever the role, you can rely on our highly professional service to save you valuable time and resource, providing talented, fully vetted candidates who are a natural fit for your school.

If you'd like to know more, contact **Jess Green** or **Faye Marshall** via the details below and we'll be delighted to help.



Schools we have recently helped to appoint superb candidates include:

North Bridge House Senior School  
Notting Hill & Ealing High School  
North London Collegiate School  
Lord Wandsworth College  
St Paul's School (Barnes)  
St James Junior School  
Mulberry House School  
Leighton Park School  
Giggleswick School  
Connaught House  
Lancing College  
Pembroke Hall  
Rokeby School

**020 7587 5153**  
[schools@harrishill.co.uk](mailto:schools@harrishill.co.uk)  
[www.harrishillschools.co.uk](http://www.harrishillschools.co.uk)



LORD LEXDEN

# Diversity and Inclusivity: ISA's Key Role

2019 was a year in which the enemies of independent schools rejoiced. Mr Corbyn's Labour Party committed itself to abolishing the institutions that they had detested for so long, bowing to their blind, unthinking prejudices. Elsewhere few appeared to be greatly impressed. It was heartening to see how widely the new commitment was condemned beyond the ranks of the Labour Party faithful. It seemed much more likely to cost Mr Corbyn votes than to bring him new supporters in significant numbers. That was the message from the opinion polls. There was another very useful result too. It brought independent education into much greater prominence in public debate. We should relish the increased attention and do all we can to enlarge it. Ignorance about what independent schools are really like today assists our opponents. They love to perpetuate the myth that independent schools are all of one type, with Eton and Harrow being the best-known examples of it. People are encouraged to believe that huge expense and social exclusiveness are to be found everywhere throughout the sector, separating children educated in it from their contemporaries in state schools for life. In the 1840s Disraeli famously wrote of "two nations between whom there is no intercourse and no sympathy; who are as ignorant of each other's habits, thoughts and feelings as if they were dwellers in different zones or inhabitants of different planets." Independent schools stand accused of sustaining "two nations" in Britain today. Even commentators who are otherwise reasonably balanced fall for this line. One wrote recently in *The Times*: "I have much sympathy with the desire to destroy institutions that entrench privilege." ISA is extraordinarily well placed to provide the evidence by which this nonsense can finally be laid to rest. Its 530 member schools now represent nearly half the total belonging to the ISC associations. There is more to be learnt from them about the true character of independent schools today than from anywhere else. I doubt if any pupil in any ISA school considers himself or herself socially a cut above a maintained school contemporary. Friendships are not inhibited by some educational equivalent of the Berlin Wall, as even Michael Gove when Education Secretary liked to imagine.

No one in ISA has ever taken Eton, Harrow or any other of the small band of grand "public schools" as a model. Our traditions are very different. The average ISA school has just under 220 pupils. It is deeply rooted in its local community, playing its part in local projects and voluntary services. State schools are not shunned but treated as equals in academic and non-academic partnership work that suits both sides. Fees will be kept as low as possible. In some ISA day schools, they are at a level similar to the average cost of a place in the maintained sector. Leaders in special needs and the performing arts are to be found in it. How absurd it is for commentators in the media and elsewhere to lump all independent schools together, branding them as aloof, expensive and exclusive when the reality of life in ISA schools with their rich diversity of provision so clearly contradicts this caricature.

Everyone in ISA knows this. It will always be an uphill struggle to get others to understand it. I constantly look for opportunities in my current place of work. I make use of first-hand accounts sent to me by ISA heads, so many of them now personal friends, in debates in the Lords. It is interesting to see stock prejudices crumble in the face of descriptions of life in our schools, such as the following: "young people from diverse nations and cultures share the adventure of learning together, and will be less likely as adults to engage in discriminatory prejudice"; and "operating in a highly selective 11+ area with four huge grammar schools, we educate many pupils who did not get into them but would not thrive in a large comprehensive"; and "the vast majority of pupils come from families who would never have thought they would ever send their children to a private school; around 40 per cent of our pupils do not pay full fees." I shall be seeking to instigate another debate on the diverse character of ISA schools in the current session of Parliament. Mrs Thatcher used to say, "always remember: the truth has to be repeated over and over again." It was one of the secrets of her success. It is extremely galling for schools, particularly those in ISA, to be lectured about social inclusiveness when they are doing so much to promote it themselves through fee reductions and ever-increasing means-tested bursaries.

Really dramatic change awaits a fair and enduring partnership with government. There have been some notable lost opportunities in the past. Ruminating privately about the shape of the post-war world in 1942, Winston Churchill said he "wanted 60 to 70 per cent of the places [at boarding schools] to be filled by bursaries, not by examination alone but on the recommendation of the counties and the great cities." But instead of a properly funded comprehensive national scheme, everything was left to local authorities, some of whom did great work while others did nothing. Since the Seventies, this route to places at independent schools has been virtually closed, though valiant efforts are now being made to reopen it for children in care.

Meanwhile, hugely valuable national government initiatives, the direct grant scheme and the assisted places scheme, have come and gone. Can a bold new initiative to make our schools as socially inclusive as so many heads would like to be devised and gain cross-party support, which is vital to guarantee its survival when governments change? Our schools have been making suggestions for years. As General Secretary of the ISC, I sent Tony Blair's government proposals for an open access scheme in 2001. One of its fundamental principles was that it would involve no greater government expenditure per pupil than was available in the state sector. Another was that pupils of a wide range of abilities and aptitudes from families in financial need must be the principal beneficiaries. I wrote at the time: "the interests of parental choice and of a more united education service for the nation's children demand serious consideration of a scheme which is equitable in its use of public funds and offers real opportunities to the participating schools and, above all, to the children who will benefit from it."

A proposal based on the same underlying principles has now been put to this government by the ISC on behalf of member schools. It offers to make up to 10,000 places a year available at a cost no greater than the state pays in the maintained sector. Other ideas for state partnership with independent schools have long been advocated by Sir Peter Lampl and the Sutton Trust, though they single out the brightest children for special attention instead of focusing on the increased social mobility to which so many in ISA schools are committed. While Mrs May was in power, there was no likelihood of progress. I remember going to see her when she was Conservative Shadow Education Secretary at the time of the 2001 general election. I have never had a more unproductive conversation. She had virtually nothing to say about the open access proposals, or indeed about anything else. I thought at the time that it did not augur well for her future in national politics, and as events proved I was not wrong. Open access is a noble concept. It would transform the life chances of thousands of children. Will it ever be put in effect? One of Mrs Thatcher's favourite sayings was that "in politics the unexpected always happens."



Alistair Lexden, ISA President, is a Conservative peer and a Deputy Speaker of the House of Lords. He is also the official historian of the Conservative Party.



Fyling Hall School (N)

MARK ROBERTS

## Girly Swots and Cool Boys

MARK ROBERTS REMINDS US THAT OUR EVERYDAY LANGUAGE IN SCHOOLS CAN PROMOTE INCLUSION.

The date is October 2019. An important, influential man rises to his feet. The audience waits expectantly, anticipating important, influential words. Words that will, perhaps, shape not just their future, but also the future of the country as a whole. The man decides to go on the attack; spying weakness and indecision in his opponent, he tells him to stop being so cowardly. He tells him he needs to accept the challenge that has been laid down. He tells him he needs to “man up”. The man in question is the Prime Minister, Boris Johnson. His ridicule is aimed at Jeremy Corbyn, leader of the opposition, for his apparent reluctance to take him on in a general election. This is not the first time that Johnson has insulted his opposite number at the despatch box: a few months previously he’d called Corbyn a “big girl’s blouse” during a Commons debate. In September 2019, unredacted cabinet papers provided during a court case revealed that Johnson had referred to his predecessor, David Cameron, in a handwritten note, as a “girly swot”. Media watchers and political commentators noted that this seemed to be Johnson’s favoured description of Cameron. Back in 2013, when Johnson was Mayor of London, he used the same phrase, apparently alluding to Cameron’s first-class university degree compared to Johnson’s own lowly 2:1.

### Harmless banter or dangerous rhetoric?

On each occasion, Johnson’s words have been condemned by many, by high-profile women in particular, for their outdated, sexist nature. A recurring theme is that Johnson’s words are beneath the dignity of the holder of the highest office in the land. And yet others saw Johnson’s verbal digs at Corbyn and scribbled words about Cameron as harmless and humorous, just a bit of banter towards old foes – the first an ideological enemy and the second his old political rival from Eton and Oxford. For Johnson’s defenders, “big girl’s blouse” is a tame and time-old insult for an overcautious man. Similarly, they will argue, “girly swot” is an innocuous, widely-used synonym for anyone – male or female – who works their backside off to get good grades. What could possibly be offensive about a gentle, jokey insult

that actually compliments the recipient on their dedication to academic pursuits?

### Mind your language

Like politicians, teachers have a significant influence, not just on the institutions in which they work, but on society at large. As educators, the words that we use have great power. And with that power comes great responsibility.

Regardless of your political persuasion, I’m going to suggest to you that following Boris Johnson’s lead and allowing students and teachers in your school to use insults, banter or jokes based on stereotypical notions of gender is a big mistake. Even when such expressions are not intended with any malice and are pretty mild in nature, they carry damaging and dangerous connotations to the young people in our care. Let’s take “man up” as an example. A PE teacher, refereeing a rugby game during a lesson on a windy January afternoon, rebukes one of his pupils for complaining about the cold and the mud. “Stop whinging, Michael. Man up and get back in that scrum!” On the surface, the teacher is instilling qualities of resilience: a cosseted youngster is being given a tough love message about the need for stoicism during physical exercise in the winter. But beneath the surface, the choice of “man up” implies much more than extolling the virtues of outdoor sports. Because this phrase measures the young man against a traditional concept of masculinity. A masculinity that places great emphasis on the primacy of physical strength. A masculinity that equates mental toughness with a refusal to complain or talk about feelings. A masculinity that elevates sporting success above academic excellence.

### The impact on mental health

Think this example is extreme? Well, what about a boy who is anxious about exam results who is told by his form tutor to “man up and get on with it”? Or a boy, upset because his girlfriend has dumped him, who is told by a female teacher “there are plenty more fish in the sea. Man up and find someone else.”?



Akeley Wood School (LN)

Trying to live up to these kinds of stereotypical ideals about maleness may well be putting a strain on the mental health of the boys in your school. Suicide is the single biggest cause of death for males under 40. 70% of young people who experience mental health issues don't receive appropriate help at an early enough age. 60% of gay and bisexual boys in schools have thought about taking their own lives. And our seemingly harmless comments about how men behave may actually be contributing to a destructive narrative that implies that real men don't talk about their feelings.

### Trying to fit the boy mould

Young people who see themselves as gender atypical (those that don't feel as though they fit the stereotypical expectation of "teenage boy or girl") face a much greater likelihood of being bullied or teased by their peers. And, sure enough, research suggests that boys are far more likely to identify as "boy-like" and feel more pressure to meet these gender expectations than girls. So when boys hear language from their peers – and sometimes from their teachers – that links their behaviour with behaviour that is stereotypically of the opposite gender, they are going to feel alienated and unworthy. But the impact of "big girl's blouse" and "gay" jibes shouldn't just be a pastoral concern for school leaders. Ill-judged phrases about gender not only contribute towards teasing and ostracism, they also contribute to the negative attitudes towards academic success that are characteristic of many boys.

### The trouble with boys

Boys are outperformed by girls at all stages of their primary and secondary education. They are less likely to go to university than girls. Some data analysts predict that results in STEM subjects, where boys traditionally outperform girls, may see a shifting trend in 5-10 years, so that girls start to do statistically better than boys.

These figures make for grim reading. All across the country, headteachers are wincing at data spreadsheets, wondering what to do about their "boy problem". Could it be that boys are just less intelligent? Perhaps they mature more slowly? Might testosterone be to blame?

In actual fact, one of the main reasons that boys do less well on average in school has nothing to do with alleged biological difference. Instead of seeing boys' anti-school attitudes as

genetic, we gain a much greater understanding of their under attainment when we consider the influence of a social phenomenon that is far more tangible: peer pressure.

### Cool boys don't do homework

Peer pressure decrees that boys who want to be popular don't do their homework. Among male students – including those from affluent areas with highly aspirational parents – there's an unspoken rule that good results "must be achieved apparently without effort and without any visible signs of excessive mental labour or studiousness". And the reason for these acts of self-sabotage, where overt displays of studiousness is to be avoided and excelling in class is seen as fit only for the nerds and the geeks? A stubborn strain of traditional masculinity that sees being compliant and bookish as traits that are essentially feminine. According to an important Belgian study, these beliefs at least partly explain the different educational outcomes between genders. So how does peer pressure influence these anti-school attitudes? When the girls in the Belgian study felt the pressure of gender conformity – to behave in a "girly" manner – they studied harder, which boosted their belief that they would do well in school. By contrast, the pressure for gender conformity – to behave in a "laddish" way – encouraged boys to avoid visible signs of effort, which ended up knocking the boys' academic self-belief.

### The curse of the girly swot

So the next time you hear the phrase "girly swot" (or "nerd", "geek", "dork", "bookworm", etc.) you need to make sure it doesn't go unchallenged. While it may seem a trivial bit of diction – compared to some of the other phrases that come out of teenagers' mouths – it is in fact an insidious label, one that gets to the heart of the deleterious beliefs that are holding many boys back.



Mark Roberts is Assistant Principal at a mixed 11-18 comprehensive school in Devon. Previously, he worked at an inner-city comprehensive for boys in Manchester. Mark is a columnist for TES, writing on subjects including pedagogy, behaviour, leadership, educational research and the teaching of English. His bestselling book *Boys Don't Try? Rethinking Masculinity in Schools* (co-authored with Matt Pinkett) is published by Routledge.

# WELCOME TO OUR NEW MEMBERS

The ISA Membership Committee met on Saturday, 16 November to consider recent applications for membership. The following have been welcomed in to membership with ISA, bringing our total to 533. We also welcomed new Members at existing ISA Members' schools under the transfer of membership process.

## RECENTLY ELECTED

Abbey College Cambridge	Julian Davies	East
New Hall School	Katherine Jeffrey	East
Goodwyn School	Struan Robertson	London North
Lycée International de Londres Winston Churchill	Mireille Rabate	London North
The Unicorn School	Andrew Day	London North
Haddon Dene Preparatory School	Joanne Parpworth	London South
Seaton House School	Ruth Darvill	London South
Eaton Square School Belgravia	Trish Watt	London West
Miss Daisy's Nursery Hyde Park	Perrin Sole	London West
Padworth College	Lorraine Atkins	London West
Stoneygate School	John Dobson	Midlands
Worksop College	Clare Tilley	Midlands
Institute of Islamic Education	Mohamed Aswat	North
Jaamiatul Imaam Muhammad Zakaria	Zebunnisa Hajee	North
Moor Allerton Preparatory School	Kathryn Unsworth	North
St. Bees School	Roger Sinnett	North
SwitchED2	Andrew Coates	North
Yorston Lodge School	Janet Dallimore	North
Bournemouth Collegiate (Senior School Only)	Russell Slatford	South West

---

## TRANSFER OF MEMBERSHIP

St. Michael's School	James Mobbs	East
Braeside School	Chloe Moon	London North
Gatehouse School	Sevda Korbay	London North
Italia Conti Academy of Theatre Arts	Rob Bannon	London North
Oracle School Bedfordshire	Rob Arrowsmith	London North
Deepdene School	Nicola Gane	London South
LVS Hassocks	Jen Weeks	London South
The Pointer School	Adam Greenwood	London South
Reedham Park School	Debbie Russell	London South
Steephill School	John Abbott	London South
Towers School	Michelle Syred	London South
ACS Cobham International	Barnaby Sandow	London West
Broomfield House School	Susie Byers	London West
International Community School, London	Rod Jackson	London West
The Meadowbrook School	Rupal Patel	London West
The Moat School	Koen Claeys	London West
Our Lady's Preparatory School	Michael Stone	London West
Bedstone College	Wendy Martin	Midlands
Birchfield School	Sarah Morris	Midlands
Norfolk House School, Birmingham	Susannah Palmer	Midlands
Pattison College	John Taylor	Midlands

Quinton House School	Jo Storey	Midlands
Salterford House School	Kimberley Venables	Midlands
Alderley Edge School for Girls	Helen Jeys	North
Cleveland's Preparatory School	Keith Cahillane	North
Greenbank Preparatory School	Malcolm Johnson	North
Hulme Hall Grammar School	Dean Grierson	North
Myddelton College	Andy Allman	North
Oakhill School	Jane Buttery	North
St. James' School	Richard Murray	North
St. Joseph's Park Hill School	Maria Whitehead	North
St. Martin's Preparatory School	Lucy Harris	North
Tower College	Andrea Bingley	North
Bishopstrow College	Stuart Nicholson	South West
Bredon School	Nick Oldham	South West
King's School Plymouth	Clare Page	South West
New School, The	Liz Brown	South West
Wellow House School (Admitted into membership June 2019)	Kirsty Lamb	Midlands

---

## SCHOOL ASSOCIATES

Meadowbrook School	Serena Gunn
Westonbirt School	Sean Price
LVS Hassocks	Sarah Sherwood
Long Close School	Parmjit Horwood
St Martin's Preparatory	Stephen Thompson
Centre Academy East Anglia	Duncan Rollo
Rosemary Works	Ross Stewart
The New School	Michelle Taylor

---

## OVERSEAS MEMBERS

Belvedere International School	Gary Wright
--------------------------------	-------------

SHAUN DELLENTY

# Finding the Path – Compassionate LGBT+ Inclusion in Education

‘Everyone has a right to an education, without discrimination on the basis of, and taking into their sexual orientation and gender identity’

(Yogyakarta Principles, Article 16)

From an early age children and young people should be provided with the building blocks they need to be able to negotiate not only their own identities, but also those of their family and peers; they must also be equipped to develop healthy and safe personal and working relationships.

Some of the young people we teach will identify as LGBT+, and some may have same sex or transgender parents. Some may have LGBT+ siblings – as will some of our colleagues; this is simply a fact of life in our naturally diverse 21<sup>st</sup> century world.

The term ‘naturally diverse,’ when used with reference to LGBT+ human beings can however prove controversial to some; even as I write there are a number of robust voices and organisations, some demonstrating outside primary schools, who believe that inclusive LGBT+ education has no place in our schools. These voices can be so powerful, that in some contexts, education about LGBT+ lives and experiences is shut down out of fear of parental reprisal, rendering our naturally diverse young people vulnerable to bullying, prejudice, stigma, depression, anxiety, self-loathing, self-harm, sexual abuse and exploitation, even suicide.

I find it terribly sad that as human beings we generally bring an open, curious heart to new learning about botanical, geographical and animal diversity, yet when our awareness (and that of our children) turns to human diversity, problems can arise in the form of prejudice, bias, discrimination, bullying, even hate crime.

LGBT+ exclusion, bullying and prejudice impacts negatively upon student engagement in learning, attendance, academic outcomes and physical and mental health; I know all too well from lived experience; sustained homophobic bullying nearly caused me to take my own life.

You see I knew I fancied the Dads and not the Mums at the school gate by the time I left Key Stage One. I also knew I fancied men with beards more than those without, so even at primary school I already had a ‘type.’

I certainly had not requested gods/nature/my parents to facilitate my early emergence as a child who fancied men such as bearded Benny from Abba rather than fellow female band member Frida, yet this is who I was (it is still who I still am) yet in the heteronormative world of Maid Moreton Primary School it rapidly marked me out as ‘the other’ and I was labelled by others as ‘different.’

I also struggled to conform to societal gender ‘norms’ at primary school; according to some school staff, my choices of reading material, activities and clubs were not what ‘real boys’ were supposed to choose. Thus, by the time I left the primary phase, I had developed an acute sense of internalised shame and a growing, genuine suspicion that somehow, I had been born on

the wrong planet. This suspicion was compounded when I sat down with my parents to watch early 1970s television and was regularly presented with camp stereotypes or gay characters (usually men) who were either mocked, locked up, killed or rendered suicidal.

Positive representative role models were completely lacking in my early reading and from my education.

By the time I arrived at secondary school, my internalised sense of shame was accompanied by a smouldering pyre of internalised homophobia, a pyre which would only be fuelled by the almost daily verbal and physical homophobic bullying from my peers and sadly indeed some of teachers.

These were the 1980s, the days of Section 28, legislation introduced under the government of Margaret Thatcher that precluded local authorities and schools from ‘promoting’ LGBT+ identities, lives or histories, therefore creating intense fear within the teaching profession that heads would roll if LGBT+ identities were so much as acknowledged in classrooms.

Section 28 was (and indeed many contemporary objections to LGBT+ inclusion in education are) based on the misnomer that by even acknowledging LGBT+ lives, histories and experiences in our schools that we are somehow ‘promoting becoming LGBT+.’

Which of course is untrue; LGBT+ education is simply that, education. It is concerned with dissemination of facts and information; the only agenda here is kindness and compassion for all school stakeholders. Nature makes us LGBT+ we don’t need schools and teachers to do that for us.

Schools don’t somehow ‘make children gay’ by reading a book where a character has same-sex parents, yet these myths are sadly perpetuated by those who lack relevant education (often through no fault of their own) or those who harbour prejudice.

LGBT+ students will emerge *naturally* within our learning communities, whether all members of the staff and parental community approve or not. Whether or not the stakeholders in question feel safe enough to disclose this information is another matter, but the more LGBT+ inclusive a school, the more likely stakeholders will be to come out as their authentic selves.

My own childhood experiences of homophobic bullying, societal prejudice and familial rejection meant that education became unimportant to me; getting out of bed and staying safe became my priorities. The bullying became too much for me; prior to my exams I walked out of secondary school for good, intending take my own life.

Ultimately (and with the privilege of access to therapy) I survived.

I eventually went back to education as a mature student and qualified as a teacher, but the lack of support and representation I had experienced within the education system continued to have a detrimental impact on every aspect of my life. Enabling such suffering is not why I chose to become an educator.

In 2009, in my London primary school, whilst serving as a deputy head, our voice questionnaire data revealed:

75% of our pupils experienced covert homophobic bullying – whether they identified as LGBT+ or not.

98% heard the word ‘gay’ used as a pejorative term.

0% of staff had any training during initial teacher training to prevent this, including me.

Our children had told us they were *suffering*; I asked: ‘what would ease their suffering?’

To me the answer was simple, replicate and embellish the strategies we already used in school to eliminate racism. But in 2009 sexual orientation was not a protected characteristic within the UK Equality Act. We were momentarily hesitant, aware we could be accused of ‘promoting’ an ‘LGBT+ agenda’ yet we needed to meet our duty of care in making *all*, not just *some* young people safe and included.

I was informed by some leading LGBT+ training organisations that I *shouldn’t* tackle LGBT+ inclusion in primary school because of potential ‘reprisal’ from parents, faith groups and the press.

So I asked “where, when and how do children learn in schools about heterosexual identities?”

The answer? *Everywhere*, all of the time, in *all* aspects of school life from the outset and with the UK Equality Act 2010 listing LGBT identities as ‘protected characteristics’ and placing a ‘due regard’ upon schools to eliminate discrimination; teaching and learning about LGBT+ identities therefore should surely be no different to that about heterosexual identities?

I then devised an LGBT+ inclusion training programme for teachers and trainee teachers and after delivering it successfully in my school (with highly positive results on *all* levels of bullying) I have since delivered it to over 55,000 educators in hundreds of UK schools. I work overseas, and I currently am leading the Isle of Man, a small country, on a journey towards LGBT+ inclusion in all island schools. I also recount my LGBT+ journey to young people in assemblies and businesses around the world. In 2016 I was honoured by the UK Prime Minister for services to LGBT+ and education communities and in 2017 I was commissioned by Bloomsbury Education to write ‘Celebrating Difference – A Whole School Approach to LGBT+ Inclusion’ published in May, already recommended in UK Parliament.

For ten years now I’ve facilitated compassionate LGBT+ inclusion in teacher training faculties, primary, secondary and faith schools and whilst it’s wonderful to see events such as LGBT History Month being celebrated in schools, we must also avoid a tokenistic approach to LGBT+ inclusion; instead facilitating a strategically planned (and potentially life-saving) journey of personal, cultural and organisational change. It starts as educators, with noticing

and exploring our own responses and reactions to natural human diversity, in all, not just some of its forms.

LGBT+ inclusion in education is about *nothing* but compassion and welcoming all naturally diverse children, staff and families. It’s just about being kind. Surely as educators, nothing else will do?



Shaun Dellenty - National Diversity Awards

Shaun Dellenty is an ex school leader, teacher trainer and multi-award-winning LGBT+ inclusion in education advocate. Named one of the 100 most influential LGBT+ figures in the UK, Shaun was designated a ‘Point of Light’ by the Prime Minister in 2016 and honoured at the Global Equality and Diversity Awards 2019. Shaun is the author of ‘Celebrating Difference – A Whole School Approach to LGBT+ Inclusion’ published by Bloomsbury Education in May 2019.

Follow Shaun on Twitter @ShaunDellenty - [www.shaundellenty.com](http://www.shaundellenty.com)



Kingsmead School (N)

NILESH MANANI

## Triumph in Adversity

NILESH MANANI SHARES HIS PERSONAL STORY OF IMMIGRATION AND THE CHALLENGES OF INTEGRATION INTO SOCIETY.

We are at a defining crossroad at present, under attack from misinformed politicians, universities, and large sections of society who feel we are an elite ruling class who are only interested in furthering our cause. My story adds to prove that myth wrong. I want to tell it as it was and is, without coating it in sweetness.

Friday, 6 October 1972. Applause travelled through the length of the airplane cabin as the Captain announced, "Ladies and Gentlemen, welcome to England." The applause of having escaped Idi Amin's henchmen, the memory of lost friends and relatives veiled behind the hope of a tomorrow, a chance to start again and rebuild, another life, another future.

Life-changing events that go on to define the rest of our lives inevitably leave their mark on the heart. Little things remind you of them. Where we were and where we are? What could have been if events had taken a different turn? A crossroad when we are forced to make a choice. They either make us strong, thrusting us forward to face the challenges head on, or they make us weak.

I was young, fourteen years old and approaching my defining years although I did not know that at the time. After six months of holding out at an army base in West Malling in Kent, my father succumbed to the government policy of dispersing the Ugandan Asians throughout the UK and accepted a three-bedroom apartment in a newly built council estate in Edinburgh. The friends and games of my early childhood in Uganda were quite abruptly snatched away from me and with it was snatched the joy of living, of being a teenager. I remember I cried to sleep every day for many days. Journeys to school were stained with abuse; shouts of "Paki" and "Pakis go home," still echo in my mind; and I wasn't even from Pakistan. It was an experience that was new to me yet I never retaliated, partly because I didn't understand it. Others abused furtively by saying, "Pardon" every time I spoke. I repeated only to see the glee on their faces. I didn't understand that either. I knew my parents were as distraught and I didn't want to burden them with my experiences. I felt alone, unwanted, which was when I discovered libraries, books... an

escape from the loneliness of my existence. My guitar playing, singing American English teacher Mrs Gerome introduced me to Hemingway, *The Old Man and the Sea*. I could relate to the story of the old man, his courage in adversity. It gave me the will to battle on. Mr McIver introduced me to Newton and Einstein. In between, I raced through Maths exercises and loudly recited a beautiful English translation of the Bhagavat Geeta to improve my spoken English.

It was not enough though, because when the time came to write the Scottish equivalent of the Ordinary Level, the school decided my English wasn't good enough. They pressed for an EFL exam. Mrs Gerome resisted and fought the battle for me. Her confidence was vindicated when I passed the English examination with a B grade. "Much better than many," she said, wrapping her arm around mine. I knew what she meant. My success in these examinations two years after leaving Uganda paved the way for A Levels and subsequent acceptance to read Physics at Queen Mary College in London.

If I had thought it would be the end of what my innocence later discovered is defined as racism, I couldn't be more wrong. After graduation, I decided I wanted to be a teacher. I didn't know any British Indian who had joined the profession. Mrs Gerome had unconsciously planted the seeds of my future career with her love and care. After completing my PGCE at the Institute of Education, I joined a comprehensive school in Bexley, unaware that nationalistic feelings ran deep in the area with a growing membership of the BNP. The abuse that I had suffered so directly now resurfaced in stealth with pupils bent on making my life as difficult as possible. I couldn't understand why other probationers were treated differently and began to question whether I was cut out for the teaching profession. I blamed myself, my boyish looks, that maybe I was not yet old enough to command respect like the other teachers. After leaving the school at the end of the year, I left the profession until it found me again two years later because of the acute shortage of Physics teachers. With a growing affluent ethnic population, Harrow gave me a chance to show what I could do. One incident of racism directed against





St. Michael's School (SW)

me was swiftly quashed by the Head teacher with an expulsion of the pupil. The trust that had left me two years before returned, my confidence grew when my one examination class achieved some of the best results in the department. It laid the foundation for a rapid rise up the ranks in other schools. In 1993, I joined the Swaminarayan School (TSS) as Head of Senior School. It was not without debate because I was still only thirty-four but once asked, the allure of leading the only Hindu Senior School in the country was something I could not resist.

It was not without its challenges, especially with elder English teachers who thought they knew better than me, with one even going to the governors to tell them that he could do a better job. That claim was tested just before Christmas in 1999 when I had to take a sabbatical for eight months after the death of my eighteen days old son. Just before Christmas, I delegated all my duties to five members of the SMT in preparation. Only a few months into the leave, I began to receive messages to return. I dismissed that as initial snags in settling the new leadership and resisted, thinking change was part of life and it would be good for all to learn to adapt. Eight months of ignoring the messages came to a head when I returned with renewed hope at the start of the new academic year in 2000. The applause from the pupils as I stepped into the assembly hall still fills my heart with sadness of what must have happened in my absence. I learnt as the years unfolded and pupils found the courage to speak up that the sharp claws of bigotry and prejudice were far too engraved in the genetic imprint of some to be dismissed so easily when love, kindness and care would have served them so well. If truth be told, I really had no intention of returning after my sabbatical.

The shortage of ethnic minority teachers in the British education system was highlighted as far back as 1985 by the Swann Report<sup>1</sup>. It recognised that, "if schools are to reflect a multi-ethnic society then the curricula and staff should be consciously multicultural too." Almost thirty-five years later, ethnic teachers still report racism and being passed over for promotion. It is no surprise that they think twice before entering the profession. A few years ago, I was asked to give my opinion about the shortage of ethnic teachers in the independent sector to a Guardian journalist. At the time I contacted ISC Head Office for figures of ethnic minority teachers in the sector. "We don't ask that question in our census," I was told. I insisted it is an important question we should be able to answer because one-third of the pupils in our schools are ethnic minority, only to be firmly brushed aside a few days later by an executive. There is significant research<sup>2</sup> based literature<sup>3</sup> which argues that race/ethnicity of teachers and pupils leads to better outcomes for minority pupils; that ethnic teachers are likely to have a higher expectation of minority pupils; that ethnic role models have positive educational benefits for minority pupils; and that they may be better able to make other teachers aware of the important cultural differences. It is a fine balancing act between serving the needs of all the pupils but something that must be addressed if we are serious about serving the needs of a third of our pupils.

My experience at my school over more than 25 years confirms this view. Every pupil in Year 7 does the MidYIS test in September. I make it my business to know the potential of every child. I print out the results, place them in a folder and study them at times. I have a very strict policy of never divulging these results to the teachers because I am afraid that it will set a limit on what the pupil can achieve. Nor will I ever reveal the weak scores to the relevant pupils because of the risk of discouragement. Although occasionally, I will bring a faltering pupil with a high score into my room and show them what they are capable of achieving. This relationship, the belief and nurture encapsulating high expectation all help to spur them into action, supported by a good group of multicultural teachers and visiting former pupils who have blazed the trail for them.

An improvement of one grade on a MidYIS prediction is common, many show a two grades leap and a few even three grades. My careful analysis of the school's data has convinced me of the value of ethnic teachers as role models, the value of all quality teachers, of a secure learning environment, free of abuse, where your difference is a celebration rather than a hindrance, where the colour of your skin is a non-issue, where your culture is an identity that all share, where prayers are second nature and where your values shine like beacons in every child.

At national level, if we wish to do justice to the education of ethnic minority pupils, we must first be transparent and carry out the long-awaited survey of the number of ethnic minority teachers and leaders in our schools, and embrace their value in our midst. ISC and its membership needs to step forward, put aside their differences and force this survey in serving the needs of the ethnic minority pupils and teachers. If not, it needs to seriously examine how it appoints its leaders and in some cases even remove those who have been resistant for far too long to serve this important purpose.

At school level, which is perhaps the easiest change to implement, Chairs, Trustees, Proprietors, Governors, Headmasters and Headmistresses need to be brave in serving the needs of the ethnic minority pupils and teachers. There are many capable ethnic minority people out there, former pupils who have carved out highly successful careers would relish the chance of being governors or trustees. There are many high quality ethnic minority teachers who would love the opportunity if the message of welcome was out there.

Two weeks ago, I received a message from a former pupil who had left my school at the end of Year 8 to attend a well-known private school in the area. Now in Year 13, he told his sister who is still with us to tell me that if he had his time again, he would not have left. I would have dismissed this as an aberration had I not heard it more times than I can care to remember. I wonder what goes on in some private schools to prompt my pupils to send such disturbing messages.

#### Bibliography

- <sup>1</sup> The Swann Report (1985), London, Her Majesty's Stationery Office 1985
- <sup>2</sup> Sage Journals: The importance of Minority Teachers: Student Perceptions of Minority Versus White Teachers by Hua Yu Sebastian Cherng, Peter F Halpin. First published October 1, 2016.
- <sup>3</sup> Centre for Education Data & Research: The Theoretical and Empirical Arguments for Diversifying the Teacher Workforce: A Review of the Evidence by Dan Goldhaber, Roddy Theobald, Christopher Tien. University of Washington npr.org - How Learning Happens.

Nilesh Manani is the Head of The Swaminarayan School. The founder of [www.inspirestudents.co.uk](http://www.inspirestudents.co.uk) and author of *Inspirations*, he has devoted his entire working life to help pupils to see beyond their limits.



# ISA COURSES & CONFERENCES

Proactive professional development for Headteachers and staff is essential for maintaining best practice in teaching and learning, safeguarding and compliance. An excellent programme of training helps teachers to chart their course through an ever-changing landscape and to maintain their school's competitive edge.

## how to book

Book online at: [www.isaschools.org.uk/events](http://www.isaschools.org.uk/events)  
Cost: £175 and £139 for a second delegate on the same course.

## Mental Health

### MENTAL HEALTH: PUPIL RESILIENCE: DEVELOPING EMOTIONAL WELLBEING AND ESSENTIAL LIFE SKILLS

14 May | Heathfield Knoll School, Worcestershire

This training will be useful for Teachers, Heads, Deputy Heads, Pastoral and Well-being leads. The day is run by a qualified psychotherapist, who will break down exactly what mental health and well-being means and what can be done to help prevent mental illnesses.

### MENTAL HEALTH: HOW TO CREATE AN EFFECTIVE WELLBEING PLAN TO SUPPORT YOUR COLLEAGUES

10 June | Heathfield Knott School, Worcestershire

This course is about recognising the importance of staff wellbeing in schools today and how we can improve productivity and engagement by looking after our staff.

## Inspection

### INSPECTION: SINGLE CENTRAL RECORD – GETTING IT RIGHT

28 April | The Mount, Mill Hill International, London

3 June | Westonbirt School, Gloucestershire

This is an opportunity to work with a reporting ISI Inspector in a focussed workshop, who will tell you exactly what the inspectors need to see, and show you how to make your SCR compliant.

### INSPECTION: WHAT TO EXPECT AND HOW TO MAKE IT A POSITIVE EXPERIENCE

2 June | ISA House, Great Chesterford

This course helps you to prepare for inspection and make the most of the process, and will show you how to use the experience as part of your school improvement.

## Leadership

### [SLP] LEADERSHIP: BEST PRACTICE FOR GOVERNANCE:

For Proprietary Schools – 28 April | ISA House, Great Chesterford  
For Charitable Trust Schools – 29 April | ISA House, Great Chesterford

You will develop your understanding of the legal requirements for the Proprietor/Governor of a school and where your oversight is required in areas such as compliance and safeguarding.

### [SLP] LEADERSHIP: HOW TO BE AN EFFECTIVE MIDDLE LEADER OR SUBJECT LEADER

12 May | Tettenhall College, Wolverhampton

You will learn simple and effective ways to monitor the quality of teaching and learning, as well as the quality of leadership in your school, and understand how you can utilise this knowledge to improve practice.

## Learning

### LESSON OBSERVATION - BEST PRACTICE TO IMPROVE LEARNING

19 March | Tettenhall College, Wolverhampton

This course enables Teachers and Senior Leaders to develop their lesson observation and feedback skills, focusing on pupil outcomes using the latest ISI inspection criteria for achievement and personal development.

### LEARNING: CRITICAL THINKING AND PROBLEM SOLVING

30 April | ISA House, Great Chesterford

This course explores practical ways to increase students' ability in problem-solving pedagogies. We look at how we can turn typical classroom activities into engaging tasks where learners do the cognitive work.

### METACOGNITION AND FEEDBACK - THE HOLY GRAIL FOR IMPROVING TEACHING AND LEARNING

11 June | ISA House, Great Chesterford

A metacognitive approach towards teaching and learning and feedback provides a highly effective but low cost way of improving learning and attainment in your school. This course will develop delegates' practice in this area.

### LEARNING: ACTIVE LEARNING IN THE CLASSROOM

11 June | ISA House, Great Chesterford

This course is for Classroom Practitioners and School Leaders looking to improve pupil outcomes and the quality of learning, through the development of more engaging and innovative teaching techniques.

## SAFEGUARDING: ASSESSING YOUR SCHOOL'S ONLINE HABITS AND IMPROVING YOUR SAFEGUARDING POLICY

19 May | Cransley School, Northwich

This one day course will identify how children may be exposed to risk and update you on the latest online trends. Delegates will also gain a deeper understanding of how to encourage safer behaviour through education, positive cultures and school policies.

## Conferences

Our day conferences offer you a unique opportunity to network and share good practice with like-minded professionals, in a relaxed environment. You will be updated on the latest teaching trends, and offered practical ideas and tips that you can take back to school for implementation.

### SEND CONFERENCE: WHOLE SCHOOL SEND PROVISION

*'Language as the basis for everything and SEND through the eyes of the child'*

3 March | More House School, Surrey

### [SLP] DEPUTY AND ASSISTANT HEADS CONFERENCE

Includes an optional dinner and overnight stay.

5 March | Fanhams Hall, Ware

### THE INDEPENDENT SCHOOLS MENTAL HEALTH CONFERENCE

10 March | The Gower School, Islington

### [SLP] SIXTH FORM LEADERS CONFERENCE

23 April | Bosworth College, Northampton

[SLP] This is a Senior Leadership Pathway course and attendance works towards the ISA Certificate in Advanced School Leadership (4 credits). You can find more information for this scheme on our website: [www.isaschools.org.uk/isa-certificate-in-advanced-school-leadership](http://www.isaschools.org.uk/isa-certificate-in-advanced-school-leadership)



Malvern St James (M)

OLIVERA RARATY

## Modern boarding: warm, inclusive and diverse

OLIVERA RARATY OUTLINES HOW BOARDING SCHOOLS CAN FOSTER INTERCULTURAL AWARENESS.

When I walk down the corridors of Malvern St James, I see lively and happy pupils who come from all walks of life and who together make up a wide and diverse community. There are local girls from up the road mixing with girls from professional, farming and entrepreneurial families as well as girls who come from further afield both in the UK but also from all corners of the globe. They are all drawn to a UK Boarding School for the same reasons: for the excellence of the academic and extra-curricular education on offer, and also the warmth, diversity and inclusivity of its day and boarding community. This picture is replicated up and down the land in the best of Britain's independent schools. Parents from very different lives and backgrounds choose our schools because they recognise that through this experience their children will emerge not only with very good examination results which reflect considerable value added, but also as rounded and grounded citizens with the confidence and resilience to face the challenges of the world and make their own difference.

And yet somehow the perception that is often portrayed in the media is that independent schools are exclusive and elitist bastions of social privilege. This ignores the reality that independent schools, including boarding schools such as mine, are working hard to maintain the social diversity of their community through their bursary programme and are actively fundraising to increase the proportion of half or fully funded bursaries they offer. Currently £422million is being provided in means tested fee assistance for the sector. We do this because we want to be able to attract pupils from very diverse backgrounds who can benefit from this type of schooling. At a recent IDPE conference, the overwhelming majority of schools' Heads and Development Directors were focusing their fundraising efforts on building endowments for bursary scholarships rather than just for capital projects. More Heads than ever are prioritising their Development Directors to spearhead this work, which has considerable budgetary implications for smaller independent schools which often don't generate large surpluses.

Nevertheless, it is a commitment that many are making to help maintain a diverse community.

Even when choosing to fundraise for capital projects, headteachers are not engaging in vanity projects but are looking to build facilities with a view to adding to the wider public benefit. Schools such as mine are sharing our Sports and Expressive Arts facilities with the wider community and pupils from maintained sector schools. For example, there are more than 600 drama partnerships taking place between state and independent schools widening access to the arts so that more pupils can benefit. This includes inviting pupils to attend drama classes, sharing concert hall/theatre facilities and hosting joint drama events. In applying for the ArtsMark award, we wanted to demonstrate all the ways we work with local community schools and groups for the benefit of society as a whole.

Bursaries provide support for pupils with a range of talents including academic, but also excellent potential in languages, sports, and the performing arts who could otherwise not be able to come to our schools. As we celebrated England's Rugby team reaching the world cup final we should also celebrate the schools that supported all those individual journeys. Over half of the England Rugby Team went to ISC schools on significant bursaries. This pattern is reflected in other areas including in the arts industry and science fields. Indeed, schools like mine have long championed supporting girls to go all the way in STEM subjects and more than half of my A level leavers will go on to STEM related degree courses. This is why there are so many families choosing to send their children to an independent school for the first time, often with no previous family history of doing so, because they can see the many life-changing benefits of the extraordinarily rounded curriculum found in independent schools. In fact, recent ISC figures show that over a quarter of new pupils to independent schools joined from state funded schools.

Boarding schools are by their very nature diverse communities. Many have pupils from over 20 nationalities which brings enormous cultural diversity to our schools. I have British girls who have the amazing opportunity of living and working alongside pupils from a wide range of nationalities, including Nigeria, Kenya, Japan, China, Thailand, USA, Australia, Spain and Russia. In our increasingly global and networked world dependent on international trading and geo-political relations, I can think of no better preparation for our young people than having the opportunity to listen to, learn from and understand different perspectives on life and living. These pupils and their families often come with a real appreciation of the quality of the educational experience their children receive: the opportunity to study in a very holistic way, to learn English and other European languages, as well as to gain expertise in specialisms such as Computing and Drama simply not available in their home countries. British pupils meanwhile gain valuable insights into cultures, religions and political perspectives that can't be easily replicated from a short exchange or overseas visit. It was wonderful to watch a school assembly presented by our Asian students on Chinese New Year and to see the broad appreciation from every member of the community for what was simply a stunning display of elegant dance, music, poetry and philosophy. Everyone benefits, and in our post Brexit future, our young are arguably being better served in schools that celebrate this diversity by being so inclusive and accepting of cultural difference. More widely, the ethnic diversity of pupils in independent schools, currently 33.8%, closely mirrors that of the general population. Schools such as mine are certainly making an important contribution in upholding a holistic vision for society which is broad based, inclusive and welcoming.

Another area where boarding schools do a huge amount of valuable work is in supporting our overseas military families. ISC recently observed: "The forces continuity allowance means that children of diplomats and forces personnel of any rank can have stability of education. It is tough for these children that their parents are engaged in important and dangerous work on short term contracts around the world." The pupils whom I know appreciate the benefits of a warm and caring boarding community – a community which understands the moments of pain and insecurity

felt when their parents are engaged in live active combat situations. Support through a daily routine, school structures and boarding staff who form very important relationships with these young people is vital for their sense of personal wellbeing and stability. In turn, they provide a healthy dose of realism to their peer group who may have less difficult lives.

These benefits have also been acknowledged by the work of a few local councils who are working in collaboration with boarding schools to provide an alternative to care homes for children from troubled families who are very disadvantaged in life. For example, the Sunday Times ran a story on this on 20 October. A Cotswold School has admitted its first pupil part-funded by local social services to support a girl whose fostering arrangements fell through having had earlier success with a similar project sponsored by Buttle UK. One of its pupils who is a beneficiary of a similar scheme said: "It is the best thing: it is 100% better than care." More schools are looking actively at this opportunity of working with councils as a way of continuing in our mission to provide educational public benefit.

All the above examples demonstrate the varied and imaginative ways in which modern independent boarding and day schools are continuing to evolve as charities to stay true to their founders' mission of providing an excellent education for the benefit of its pupils and society as a whole. In doing so, we embrace diversity and inclusivity to give meaning, life and wider purpose to that vision.

---

Olivera Raraty is Headmistress at Malvern St James Girls' School, having joined in September 2016. She is a committed advocate of girls only education and has previously worked at several leading girls schools including Notting Hill and Ealing High School GDST and Wycombe Abbey. Olivera entered the profession as a history teacher but has taught a range of subjects alongside this including RS and Politics. Interested in More Able and Special Educational Needs provision she has served on the ISC SEND Expert Group.



Olivera Raraty

# Congratulations to our ISA Award 2019 Winners

41 finalists and over 200 guests joined together to commend the outstanding provision that takes place in ISA schools across the country, and to celebrate the successful outcomes that our members are exceptional at achieving for the pupils in their care. The evening was held at our Autumn Study Conference in November and hosted by Athlete and Olympic Legend Derek Redmond, who inspired us all with his story of how perseverance and mental strength can pull you through even the hardest of times.

We would like to applaud all our finalists for their fantastic work, and dedication to provide the very best for their school.

## CONGRATULATIONS TO OUR WINNERS OF THE ISA AWARDS 2019 FOR THEIR TREMENDOUS ACHIEVEMENT.

ISA Award for Successful Change Management  
**Huddersfield Grammar School**

ISA Junior and Prep School Award for Academic Excellence and Innovation - *Sponsored by Educater*  
**Adcote School**

ISA Award for Excellence in Extra-Curricular Activities  
**EF Academy, Torbay**

ISA Senior School Award for Academic Excellence and Innovation - *Sponsored by eTeach*  
**Holme Grange School**

ISA Award for Outstanding Sport  
(Small School – one class per year group)  
**Woodlands School, Great Warley**

ISA Award for Outstanding Sport  
(Large School – more than one class per year group)  
**Colchester High School**

ISA Early Years Award for Excellence and Innovation in Provision - *Sponsored by Early Excellence*  
**St George's Preparatory School**

ISA Award for Excellence and Innovation in the Fine Arts  
**Duke of Kent School**

ISA Award for Excellence and Innovation in the Performing Arts  
**Ditcham Park School**

ISA Award for Excellence and Innovation in Mental Health and Wellbeing - *Sponsored by The Safeguarding Alliance*  
**Thorpe Hall School**

ISA Award for Excellence and Innovation in Partnerships  
**Alderley Edge School for Girls**

ISA Green School Award - *Sponsored by Unify Schools*  
**The Firs School**

ISA Award for Outstanding Provision for Learning Support - *Sponsored by Frog*  
**Rushmoor School**

ISA Award for Outstanding Community Involvement - *Sponsored by Christie and Co*  
**Claire's Court**

Look out for the ISA Awards 2020 entries opening soon.  
Visit our website for more information:  
[www.isaschools.org.uk/isa-awards](http://www.isaschools.org.uk/isa-awards).



ISA Green School Award – Tim Longman from The Firs School, with Claire Osborn (ISA Chair), Derek Redmond (Awards Host) and Steve Hunt from Unify Schools (Award Sponsor)

ISA Award for Extra Curricular Activities – EF Academy staff, with Derek Redmond (Awards Host)



ISA Award for Outstanding Sport (Large School) – Colchester High School staff, with Claire Osborn (ISA Chair) and Derek Redmond (Awards Host)

ISA Award for Successful Change Management – Huddersfield Grammar School staff, with Claire Osborn (ISA Chair) and Derek Redmond (Awards Host)



ISA Senior School Award for Academic Excellence and Innovation – Holme Grange School staff, with Claire Osborn (ISA Chair), Derek Redmond (Awards Host) and Hiren Punjani from eTeach (Award Sponsor)

# The Challenges of Leadership and Diversity in Independent Schools

VICTORIA SHOWUNMI ASKS IF OUR SCHOOLS REFLECT THE CULTURAL AND SOCIAL DIVERSITY OF SOCIETY, PARTICULARLY IN LEADERSHIP.



Independent schools, in seeking to model and cater for their increasingly diverse student cohort, have an obligation to seek communities of practice which will support this objective. This paper aims to explore and interrogate the tensions which arise when terms such as diversity, equality, gender and inclusion enter the organizational workplace vernacular. Encounters with 'inequality regimes' (Acker, 2006), and with '... loosely interrelated practices, processes, actions and meanings that result in and maintain class, gender and racial inequalities within organisations' (ibid, p.443) are often experienced as part of everyday organisational practices.

In the US, there are differential social and economic experiences between Hispanic, African American, Asian and White ethnicities. Typically, African Americans are disadvantaged with regard to employment, health, housing and education (Plaut, 2010). Here the largest racial minority group is Black (African- Caribbean, African or African American (12.6%), (Jonsen, Maznevski & Schneider, 2011). In contrast, the largest minority ethnic group in the UK is the South Asian population (5.9%). Context-sensitivity is necessary for all locations in which diversity management and research is conducted (Özbilgin, 2009). The broad spectrum of ethnically diverse communities, who live and work in the US, has prompted a corpus of scholarship which explores how workplace practices support or hinder minority ethnic groups as they traverse their career paths. Organisations are microcosms of societies within which they are embedded, and work cannot be understood outside the context of the socio-cultural arena in which it is enacted. Organisational dynamics often mirror societies' structures, beliefs and tensions, including less favourable outcomes for minority ethnic individuals and women in many Western societies. As such, ethnicity scholars are continuously urged to acknowledge the socially-constructed and contextual nature of ethnicity in organisations.

Segregation along racial, ethnicity and gender lines pervades all elements of society even in parliamentary representation. The political sphere does not model its own rhetoric around

equality of opportunity and access - Black Minority Ethnic (BME) members of parliament currently number only 27 out of 649 (4.2%). Of these, only eight are BME women – under a third of all BME Members of Parliament (MP's). While there is cause for guarded optimism in the business sector in regards to women in the most senior positions in the largest companies - in 2012, 15% of directorships of FTSE 100 companies are held by women (Sealy et al, 2012), representing a 2.5% increase from a three-year plateau - however, when taking into account gender, nationality and ethnicity of FTSE 100 company directors, only 9.9% of female directors are from minority ethnic groups, and only one of these is a UK national. The pattern evident in business thus replicates the gender and ethnic profiles of leadership in politics, whereby career progression reflects ethnic and gender penalties.

## Diversity and Teacher Education

Classroom teaching presents many diversity and inclusion challenges which many teachers feel ill-equipped to deal with. *Teaching to Transgress*, (Bell Hooks, 1994) provides a useful framework to discuss the development of teachers who are able to engage with and understand diversity. The book explains why it is crucial that educators are given the opportunity to be reflective so that they are able to understand the relationship between achievement/under-achievement and social justice. Even though the book was written in 1994 the challenges and discussion could easily be transferred into a 2019 classroom. Hooks argues that

'Empowerment cannot happen if we as educators refuse to be vulnerable while encouraging students to take risks. When teachers/trainers bring their own narratives of their experiences into classroom discussions it eliminates the possibility that we can function as all-knowing, silent interrogators...'

A case study of Woolmer University (Mayor et al, 2007) reported the development of an identity module that placed the emphasis on valuing individual identity of teachers and pupils within a multicultural setting; raising student



teachers' awareness of teaching in diverse contexts; and encouraging respect and equal treatment of pupils from diverse backgrounds. Creating a separate identity module allowed student teachers to reflect critically on their own cultural background and interrogate the biases of their own subject positions. The development of an identity module such as this enabled the students to be presented with a range of challenges, including comprehending the cultural backgrounds of minority ethnic communities, how they 'make meaning of the world' (Epstein and Kheimets 2000: 202), and the ways in which they articulate their experiences of racism and interact with difference. Such challenges are needed, especially if students have never worked with a Black teacher or worked in a school where there is a high percentage of minority students and very few White students.

Work by Beverly Daniel Tatum (2003) in the US provides students teachers with an understanding of the psychological causes and emotional reality of racism as it appears in everyday life. The course incorporates the use of lectures, readings, simulation exercises, group research projects and extensive class discussion to help students explore the psychological impact of racism on both the oppressor and the oppressed. The course (called Psychology of Racism) has been taught eighteen times at three different establishments, including a public university, a small state college and a private women's college. The feedback from students indicated that they were amazed by the way in which the course changed their thinking on the subject of racism.

#### Training Leaders

There are many scholars such as Acker (2006) who have noted that hierarchies are gendered, racialised and classed, especially when it comes to leadership in Europe and the US. Leadership theory, however, has traditionally suppressed and neutralised 'difference', including gender and race/ethnic dimensions. Much of the data collected on early leadership research was gathered in business, military and government settings, from white, Anglo-Saxon men in leadership positions. Leadership publications have reflected this bias. A trawl through academic journals and educational management courses revealed that race equality was rarely a topic of interest even though ethnicity was known to play a role in career progression. Recent research suggests that the social identity group to which a leader belongs is considered a significant factor in leader effectiveness and the extent to which a leader may feel able to enact that identity (van Knippenberg, 2011). From a sociological perspective, this is explained by the extent to which the leader and the group see themselves as part of a collective or share the same social identity.

Educational leadership has suffered the same fate as its political and organizational counterparts. Osler (2006) points out that textbooks aimed at aspiring school leaders published in the 1980s and 1990s in Britain rarely referred to equity, even though by then minority ethnic communities were well-established in this country. Educational leaders need to be aware of diversity issues and ways of encouraging ethnic minority achievement. It is no longer acceptable to rely on simply increasing the number of ethnic minority teachers, who - like any other teachers - may be good or bad role models. Some BME teachers may refuse to acknowledge their own identity and prefer to be assimilated into the dominant culture as the way to achieve success within the establishment (Showunmi and Constantine-Simms, 1995). In attempting to understand the needs of those leading ethnically diverse educational institutions, it is essential to ascertain what previous training and development they have encountered which has focused on equality issues in order to establish a platform from which their current needs can be met. It could be argued that the educational arena has progressed much in terms of equality, nevertheless the issue of BME under-achievement still exists, which would suggest that current types

of development programmes do not meet all the requirements of educational leadership with many needs still to be addressed. Very little attention is given to issues of diversity and equality in the development of educational leaders. (Coleman 2011:11)

In addition to the professional development of teachers, all educational leaders need to acquire sufficient understanding of the diversity issues facing UK schools and skills in handling these issues. Lumby with Coleman (2007: 142) states that there is increasing scrutiny of the part that leadership plays in relation to equality initiatives: 'Although leaders may not be alone in having power and access to resources within organisations, their power in terms of their formal role of authority and access to other sources of power mean that they have the capacity and possibility to unsettle power relations.' A number of arguments have been put forward for encompassing equality within leadership, including the idea that leaders may play a role in acknowledging and validating the experiences of disempowered groups or may provide support when staff experience a backlash against equality and diversity initiatives.

In much of the literature, as Bebbington (2009: 10) notes, there is a tension between the need for leadership to advance the equality agenda and the reluctance of some leaders to engage with this area.

In the context of the under-representation of BME staff in senior roles and the need for a larger number of BME applicants for headship, a recurring question which has been asked of state schools should perhaps be asked of Independent schools - Given the growth in international pupils studying at independent schools, how do school leaders intend to diversify their workforce? What diversity training is in place to ensure school leadership teams are able to reflect on the school workforce? And how can these aims be synthesized so that all who engage within these educational places of work reach their full potential?

Detailed bibliography available on request.



Victoria Showunmi

Dr Victoria Showunmi - academic at UCL IOE. Dr Showunmi is an internationally known academic who draws on experiences gained in higher education, the public sector and corporate organisations. Her research interests and expertise are in gender, identity, race and class. Her current research focuses on 1) the notion of identity and leadership and 2) Black girls and Black young women and their well-being. The topics that she teaches include research methodology, gender theory, leadership and gender.



Kingsmead School (N)

PAUL MILLER

# The Challenges of Leadership and Diversity in Independent Schools

PAUL MILLER EXPLORES THE BARRIERS THAT HINDER THE CAREER PROGRESSION OF TEACHERS AND LEADERS FROM BAME BACKGROUNDS.

## The position and status of teachers of BAME heritage in England: Business as usual or cause for concern?

Recent and ongoing debates highlight the significant mismatch between the career aspirations of teachers of BAME heritage and their progression within the education system. Data from the DfE (2018) confirms there are approximately 452,000 teachers in the UK of which there are just under 26,000 from BAME heritage. This, despite the fact that students of BAME heritage account for more than 60% of the increase in all students in schools since 2006, and despite the fact that currently students of BAME heritage comprise a significant proportion of all students (4,689,660 students at primary schools; of which 32.1% or 1,505,381 are of BAME heritage; and 3,223,090 at secondary schools; of which 29.1% or 937,919 are of BAME heritage (DfE, 2017a). Across the UK, individuals from BAME heritage make up 14.1% of the total population. It is not inconceivable therefore, with such large numbers of students of BAME heritage in schools, that (i) representation and (ii) progression of teachers of BAME heritage is seen as a contentious and fraught issue.

## Representation matters

With just under 26,000 teachers of BAME heritage of a total of 452,000, in a school system serving close to 8 million students of whom nearly 2.5 million are of BAME heritage, one can see why this is problematic. It is widely known that students of BAME heritage benefit from seeing staff of BAME heritage in their classrooms and in leadership roles since they provide role models for them. This form of 'co-identification' (Wei, 2007, p.10), is widely believed to be an effective tool in encouraging students of BAME heritage to enter the teaching profession (McNamara et al., 2009). Furthermore, teachers of BAME heritage can draw on situated, diasporic and other cultural experiences to assist students in navigating tough, mostly white middle-class, cultural spaces as well as in helping to educate and clarify for staff, misinterpretations and misperceptions of cultural and/or other embedded practices.

## Progression matters

The progression of teachers of BAME heritage is even more problematic. Currently there are 24,281 headteachers in England of whom 277 are from BAME heritage. Just over 100 of the 277 are black. Like teachers, headteachers of BAME heritage can inspire students of BAME heritage to consider a career in teaching, but not to be content with being a teacher, but that one day they too can become head teachers. Furthermore, leaders of BAME heritage can draw on their own experiences to engage with students of BAME heritage by challenging racial stereotypes and by lobbying for and/or making changes throughout their institutions in order to address issues of discrimination and directly create a more inclusive environment (McNamara et al., 2009).

## Barriers to representation and progression

From an inductive review of available literature, Miller (2018) reported five broad set of factors related to the progression of teachers of BAME heritage in England:

### · Policy

Miller (2014) found that unfair policy treatment contributes to the flatlining of the career progression of teachers of BAME heritage (in particular, overseas trained teachers of BAME heritage), which has resulted in many not progressing beyond Head of Department. For example, teachers from white, industrialised countries can gain automatic exemption from UK Qualified Teacher Status (QTS) from the National College for Teaching and Leadership (NCTL) upon presentation of their qualification, but overseas trained teachers from non-white, non-industrialised countries must undertake QTS. This sets them back three to four years, by which time their white counterpart are well underway to promotion/progression opportunities only available to those with QTS.

#### · Race/ racism

Earley et al. (2002) found that racial/ ethnic stereotyping was a factor in the progression of BAME teachers to senior roles. A decade later, Early et al (2012) reconfirmed this was still the case. Racial /ethnic discrimination (Bush et al, 2006) were also been found to be a barrier in the progression of teachers of BAME heritage. Furthermore, Lumby and Coleman (2007) found race/ ethnicity was a barrier to the progression of teachers of BAME heritage, a situation they reconfirmed a decade later in 2017 (See, Lumby and Coleman, 2017), and supported by Miller and Callender (2018).

#### · Institutional practices

Marginalisation and indirect racism (Powney, et al, 2003), workplace discrimination (McNamara et al, 2009) and interference (Miller, 2014) have been found to be a significant barrier also in the progression of teachers of BAME heritage. Furthermore, workplace cultures that promote or remain silent in the face of discriminatory practices are also believed to be complicit in holding teachers back (Miller 2018).

#### · Affiliation/ group membership

Harris et al (2003) found that membership of a network, whether formal or informal, that excludes some groups is a factor influencing teacher progression generally, and BAME teacher progression, specifically. For example, it is believed that completion of a programme under the Leadership for Equality and Diversity Fund is likely to increase the chances of promotion/progression since being badged with the LEDF/DfE sponsored seal is believed to provide access to social intercourse not available to those without such a badge. This led Miller (2014), to conclude that social connections led to the advantaging of some persons and the disadvantaging of others in recruitment activities.

#### · Religion

Shah and Shaikh (2010) found that religious background, in particular being a Muslim, is as problematic to progression as being of BAME heritage; a problem compounded for males. Furthermore, Iqbal (2019) argued that religion is the “new race” since being Muslim is almost a sure indicator of career stagnation.

#### · What can school leaders do?

The apparent lack of teachers of BAME heritage in the profession and at (senior) leadership positions are not issues that should be ignored or taken lightly. Rather, it is an issue that every school governor, school leader, parent and community should consider. This is an urgent issue that should be a Key Performance Indicator (KPI) in the same way student outcomes are a KPI. Thus, leadership from governors and other school leaders must dovetail around collective agendas and endeavours, towards changing cultures, attitudes and behaviours (Miller, 2018). As noted by Miller & Callender (2018), there is need for deliberate actions by way of... “a continuing push towards getting schools to actively seek out and deploy talent from suitably qualified and experienced BAME individuals in an attempt to change the face of school leadership...”(p.12).

But this requires more than leaders taking action as a tick box exercise, but rather leaders who are invested in making schools fairer for all and for providing all students a qualitatively different teaching and learning experience. In other words, this requires leadership that is activist in intent and orientation, and that is also deliberative. By not challenging institutional practices built up under them or under previous headteachers and governors, headteachers and governors become complicit in perpetuating cultures of exclusion and give the impression that race diversity is not as important as other issues, or worse, that race discrimination is not a problem. Thus, courageous leadership is required, that converts policies and talk into action by devising and inventing tactics and pathways which address pipeline and progression issues. “Courageous leaders possess the strength, conviction and stamina to move from wanting to change to finding ways to implement and lead change. They show moral purpose that is greater and more consequential than themselves, and they are willing to put themselves on the line in trying to create inclusive and socially just work environments” (2018). The attitude of school leaders is therefore crucial to tackling issues

of race discrimination in schools, and their position and provides them enormous latitude and a significant opportunity to advance race equality agendas and practice by removing barriers and structures that inhibit, and replacing these with structures that encourage, promote, facilitate and enable equity.

**Bibliography available on request.**



Colchester High School (E)



*Paul Miller, PhD, is a Jamaican-born, British academic who joined the University of Greenwich in October 2019 as Head of the School of Education and Professor of Educational Leadership & Social Justice. Before coming to Greenwich, he was Professor of Educational Leadership & Management in the School of Education and Professional Development, University of Huddersfield.*

*Paul is a qualified secondary school teacher with teaching experience both in Jamaica and England. He is the first black male to be appointed as Head of a School of Education at a UK University, and in 2016, he became the first black professor of Educational Leadership & Management in Britain.*

LUSTRE



# Acne Treatment

# £79

+ FREE delivery

- ✓ Natural light
- ✓ No side effects
- ✓ Just 20mins a day
- ✓ Clear skin

10% DISCOUNT CODE: ISA10  
[www.lustrepurelight.com](http://www.lustrepurelight.com)



BARLEY HOUSE  
INTEGRATED CREATIVE AGENCY

MAKE YOUR

# brave

BRAND A REMARKABLE ONE

- Web Design and Development • Creative Design • Branding and Logo Design
- Design for Print • Marketing Campaigns and Production

Contact us for a friendly chat about your creative, digital or marketing needs!  
[marketing@barleyhouse.agency](mailto:marketing@barleyhouse.agency) / 01707 876 555



[www.barleyhouse.agency](http://www.barleyhouse.agency)

Cuffley Gate, Sopers Road, Cuffley, Herts. EN6 4RY



JONATHAN HETHERINGTON

# Harnessing our neuro-diverse schools

HOW CAN HEADS ENSURE THEY TAKE BEST APPROACH BOTH FOR SEN CHILDREN AND THEIR SCHOOLS?

For the few children in the United Kingdom diagnosed with special educational needs and disabilities (SEND), headteachers and SEND Coordinators (SENDCos) must implement costly literacy interventions that potentially disadvantage other pupils, realising only disappointing outcomes for those pupils targeted, risking the school's good reputation and threatening pupil recruitment.

Wrong on all counts.

For a start, the prevalence of SEND is far greater than many realise, with the latest statistics from the Department for Education (January 2019) recording 14.9% of all pupils in the UK identified with SEND; 1.3 million. The proportion of SEND pupils educated in the independent schools' sector is a little higher, with the January 2019 Independent Schools Council (ISC) census showing 15.7% of all ISC pupils as experiencing SEND – a growth on last year.

4.4% of all ISC pupils hold an Education, Health and Care plan – the legal document that replaced the old Statement, expressing their high level of SEND and the required interventions – compared with 3.1% nationally.

Our schools, in the ISC and in our Independent Schools Association especially, demonstrate a strong commitment to all our pupils, including those with SEND. That care and expertise is clearly recognised and valued by parents. But how can heads ensure the best approach, both for SEND pupils and for their schools?

SEND does not mean Dyslexia; it covers much more than just weakness with literacy and, although the latest ISC census lists Specific Learning Difficulties (SpLD) as being the most prevalent need in its organisations' member schools, and representing 57.5% of all SEND in ISC schools, the DfE's January 2019 census places Speech and Language needs as more prevalent amongst those children identified for SEND interventions. So why the disparity?

The recognition and understanding of Dyslexia across most mainstream schools has vastly improved in recent years, and the experiences and outcomes for Dyslexic pupils are much better than they were. But especially in both the state-maintained and independent sectors, the confidence of classroom teachers and senior leadership teams in recognising and managing other conditions remains weak.

Terms such as developmental language disorder, fine and gross-motor weakness, sensory-processing disorder, social communication needs, auditory-processing disorder and Dyspraxia can worry many, even experienced teachers. That frequently many of these terms will be presented together in respect of the same individual pupil, can seem to seal their fate in terms of a disappointing academic career. Deficiencies in the training of those new to the teaching profession, coupled with fast-moving developments in scientific understanding of such conditions means a majority of teachers in our schools feel woefully uninformed and unprepared for planning how to support such pupils, and cannot recognise the potential of such children.

Pupils experiencing one of these conditions, or more likely the co-occurrence of more than one, are very often cognitively extremely bright, and have enormous academic potential, if only it can be harnessed. It is fundamentally wrong that a student with a non-verbal problem-solving ability higher than 98% of their peers nationally, but a processing speed or working memory score lower than 85% of their peers fails to achieve academically because their experience is not understood and supported effectively in the classroom, despite all teachers sharing a strong vocation to support every pupil to make the best possible progress.

Bearing both this disparity of cognitive skill strengths in mind, and the prevalence of such needs in our school populations, perhaps it is time for a seismic rethink of our schools and our approaches as headteachers and teaching staff. Would we not serve our pupils and our schools better by ceasing to think of 'normal pupils' and those with SEND, and instead recognising that every child – and each adult – has a unique cognitive profile, with its own balance of skill strengths and skill weaknesses, affecting the manner in which they best process new information and acquire skills?

This means developing an approach in every classroom that recognises and caters for the neuro-diversity of the pupil and teacher cohort – this is different from planning a traditional delivery of the curriculum content, and then adding on special interventions in an attempt to meet the needs of those with SEND.

Such a neuro-diverse approach would recognise that some students' ability to interpret spoken language in the classroom

is weaker than others; some may take longer to process the information they hear, or may experience difficulty with higher-level language, such as abstract language concepts, figurative language, or inferred meaning. In fact, one child in every fourteen nationally has a developmental language disorder, and such children are in all of our schools – potentially in every classroom.

The approach would acknowledge, for example, that copying notes from a whiteboard, teaching screen or textbook significantly disadvantages pupils with poor working memory function – experienced by almost all Dyslexic children – and those with visual-perception weaknesses.

But why should this change in approach be more effective than using standard SEND interventions? Firstly, such a whole class approach benefits all pupils – especially those who are not quite making the progress of which they should be capable but have no recognised SEND. A neuro-diverse approach to teaching all pupils challenges every child in their areas of strength, as well as supporting every child in spite of their varying skill-weaknesses comparative with their strengths.

It is also a much cheaper model. So much SEND intervention relies on a programme of one-to-one or very small-group tutoring, at vast and unnecessary expense to the school's budget and requiring additional facilities.

But most important is the impact on pupils' outcomes of a genuinely inclusive approach, as opposed to pupils being taken out of classes in order to receive remedial support, promoting increasing social isolation and risking irreparable damage to self-esteem and mental wellbeing.

With 480 boys aged eight to eighteen, More House School is the largest school in the country specifically for intelligent pupils with SEND. Our neuro-diverse approach enables pupils to overcome their barriers to learning, believing in themselves and achieving GCSE and A Level results well above national averages. A majority of Sixth Form leavers progress to university. All teaching staff share a school-wide commitment to developing effective neuro-diverse teaching and support, both of pupils' academic progress and of their social and emotional progress and wellbeing. More House School provides a range of training opportunities for teachers, SENDCos and senior leaders in both the independent and state-maintained sectors.

Can we afford not to harness the neuro-diversity of our schools?



---

*Jonathan has spent more than fifteen years in the special educational needs, independent and boarding education sectors, and has been Headmaster at More House School, Frensham, since 2015. He holds a BA in English Literature from the University of Southampton, and a MSc in Educational Leadership from the University of Leicester. Jonathan is a member of the national cross-association Special Educational Needs and Disabilities committee for the independent schools' sector, and a trustee of the Helen Arkell Dyslexia Charity. Jonathan serves on the pre-registration committee of CReSTeD (Council for the Registration of Schools Teaching Dyslexic pupils), he is a governor of a non-maintained special residential school for children with profound physical disabilities in Hampshire and serves on the ISA's national executive and membership committees.*



# Create your perfect learning space with Morleys.

Take the stress out of your next furniture refurbishment project - let us supply and project manage your vision for a new or refurbished learning space.



From your initial ideas, right through to post-installation support, we will be there for you.

Contact our Furniture Consultants via **01869 320320** or email: [sales@morleys.co.uk](mailto:sales@morleys.co.uk); examples of the work we have carried out can be seen at [www.morleys.co.uk/projects](http://www.morleys.co.uk/projects).

EST. 1929  
**MORLEYS**  
Supplying Quality Furniture to Schools



SARA FURNESS

## Inclusion Across Nations

ISA'S PARTNERSHIP WITH UNITED WORLD SCHOOLS PROMOTES UNDERSTANDING BETWEEN NATIONS.

In 2017, United World Schools (UWS) and the Independent Schools Association came together to transform lives. UWS is a charity partner of the ISA, with a mission to 'Teach the Unreached'. They provide education for some of the poorest and most marginalised students in the world. Here they provide an update on UWS Pong Tek School, a school in rural Cambodia that was built with the support of the ISA, and discuss what the future holds for Pong Tek, key priorities for UWS and how your school can get involved and benefit from their work.

ISA have been supporting UWS since 2017, when some dedicated Members collectively fundraised to build UWS Pong Tek School in the north of Cambodia. The school, situated along the Mekong River, serves the Pong Tek community in the Stung Treng

province and is attended by c.100 children from the Khmer, Lao and Krung communities. By attending UWS Pong Tek School, students from all tribal backgrounds have a chance to learn the national language Khmer, in addition to receiving instruction in their own languages from community teachers trained by UWS. Through this model, the curriculum is open to all, regardless of their tribal background or home language.

Prior to UWS working with the community, only 5% of the community could read or write. However, we're seeing good progression rates from UWS primary schools to secondary education as children learn to read, write and count for the first time. The first two years of the school have proved to be a great success and all the children from the local community can now look forward to going to school and gaining an education.

The academic year in Cambodia runs from November to August, and over the summer months remote communities battle with the extreme weather of the monsoon season. This past monsoon season was one of the heaviest monsoon seasons Cambodia has experienced in recent times. The extreme weather blocked roads, knocked down trees and buildings, killed livestock, polluted water supplies and caused extensive flooding in some villages and schools, making our mission of teaching the unreached even more difficult. Despite challenges such as these, UWS has now reached over 30,000 children who otherwise would have had no access to an education, through a total of 189 schools and learning sites across Cambodia, Myanmar and Nepal.

At UWS, sustainability is a priority: we want to ensure that our schools serve not only the children of today but future generations as well. The long-term goal is for each school to be deeply integrated into the community and within the first 10 years of its existence, to be absorbed into the state education system. We began this process in Cambodia at the end of 2018, when five of our most established schools were selected to be







part of a transition pilot. Having met with their principals and discussed how best to step back while ensuring a high standard of education is upheld, we are incredibly optimistic about the result of this process and keen to extend it across our operations in Cambodia.

This is the eventual plan for UWS Pong Tek School, where we aim to hand over the running of the school to the local community and local government in the next 5-7 years. Pong Tek has a highly engaged local community, and given that this approach aligns with the Cambodian government's recent commitment to build 4,000 new primary schools in remote communities, we are confident that this process will be a successful one. Indeed, as we build a closer relationship with national education authorities, this bodes well for the future of our transition strategy, allowing us to ensure the long-term sustainability of schools and facilitate our continued outreach and expansion into new regions.

Also central to our work is inclusion. At its core, UWS's mission is based on improving the lives of children who are isolated, whether by geography, ethnicity, language or poverty. The communities we work with have little or no access to the government education system, but through our schools we seek to give these children the same opportunities as any other - the ability to communicate with the world, to make their voice heard, and to have dreams, hopes and aspirations beyond their immediate reality. Ultimately, embracing the diversity of the communities we work with and encouraging them to be involved in and take ownership over the educational process is just as important as ensuring they are supported by the national system.

The success of our model is based on three types of partnership - partnership with government, with local communities and with schools all around the world who support our work. Our school partners are a key reason for our success, and our relationship is about far more than just fundraising. UWS Partner Schools have the unique opportunity to develop a tangible relationship with a remote community in Cambodia, Myanmar or Nepal,

with updates on their school every term, regular photos of their community and the chance to take trips to see the life changing impact they have made first hand.

Partner Schools also have the opportunity to join and learn from our global network of schools. What began as a handful of schools has since grown to a network of almost 100 Partner Schools across 5 continents, helping to support 189 UWS schools across Nepal, Cambodia and Myanmar. Through this process, students at our partner schools will gain global awareness, learning about lives very different to their own and the challenges children face in out-of-reach communities. As the world becomes ever more globalised, the chance to gain an appreciation of different approaches and ways of life becomes critical.

Indeed, this opportunity for learning has been brought to life by our Global Citizenship Award. At UWS we feel that a global citizen is someone who is aware of and cares about the world that they live in. They take an active role in supporting the causes they believe in, and work with others to make a positive impact on their planet. We believe that global citizenship is key to protecting our world for future generations, and our Global Citizenship Award scheme for Partner Schools is designed to help young people become stewards of the future. Not only will they gain skills which will help them to be successful in their education and beyond but they will also learn more about children's lives and education in Cambodia, Myanmar and Nepal. For students keen to go above and beyond, we are also now piloting a Student Ambassador scheme which provides the opportunity for them to develop themselves as young social leaders.

If you are interested in finding out more or becoming a partner school, contact United World Schools at: [partnership@unitedworldschools.org](mailto:partnership@unitedworldschools.org)

Sara Furness is the Associate Director of Partnerships at United World School, looking after a network of over 130 schools around the world who partner with UWS schools. She has been at UWS since 2017 and is passionate about promoting global citizenship and supporting schools to have a real impact in some of the poorest communities in the world.



Perry

# Uniform that speaks for itself.

[www.perryuniform.co.uk](http://www.perryuniform.co.uk)

Perry Uniform is a full service school uniform and sports kit supplier with an extensive range of services that make us a natural choice as your uniform supplier.

We work alongside our schools to deliver exceptional performance to parents, tailoring our services to meet the needs of both school and parent alike.

Offering the convenience of on-line, showroom and shop as a truly integrated and multi-channel shopping service is just one of the many benefits of working in partnership with Perry Uniform.

Call us on 0113 238 9520 or email [info@perryuniform.co.uk](mailto:info@perryuniform.co.uk) today and find out how we can work with you and your school.

# Awarding Exceptional Pupils

PAM HUTLEY, CHAIR OF ISA'S EDUCATION COMMITTEE, REMINDS SCHOOLS OF THE OPPORTUNITIES ISA PROVIDES FOR NATIONAL RECOGNITION.

One of the greatest pleasures of the ISA Education Committee is reading about the exceptional academic performance, service and talents of the young people in our schools.

The ISA actively promotes all areas of the pupils' development, whatever their background or needs and most of our Heads are fully aware of the programme of Sports and the Arts which support our curriculum and co-curriculum. But did you know we have two special awards for Year 11 and Year 13 pupils?

**The Lexden Sixth Form Prize** is simply titled 'The Most Remarkable Sixth Form Pupil'.

Lord Lexden is the ISA President. He is a champion of independent education and supports the sector in the House of Lords as a Conservative Peer. He is a great friend of the Association and we are delighted to run this award in his name. The most important thing for Heads to note is that the prize is awarded prior to the receiving of Summer examination results and achievements are viewed in the broadest sense. Pupils can be nominated who show an outstanding commitment to or involvement in service to the school, or to the local, national or global community, as well as those who are talented and highly achieving in their skills. Academic attitude and work ethic are as important as their likely success. For some, personal characteristics add to the profile of the individual and these may add a further dimension to the decision making.

In 2019, there were 16 nominations received from a population of over 5,000 sixth form students. All the entrants were fantastic young people with a wealth of life experiences, many of whom had a synergy between developing their own skills and talents with selflessly giving of their time to support others. All whilst working hard on their learning. We read of some who had done all this against personal odds, who had demonstrated strength

of character and resilience. In 2019 the prize was awarded to Megan Wray, of Kingsley School, Bideford.

**The Whitbread Memorial Prize**, named in honour of Frederick J Whitbread (1866-1953) who served the Association as its Executive Officer, awards academically high achieving pupils (by KS4 scores in GCSE or comparable qualifications) AND who demonstrate an outstanding involvement in and service to the wider aspects of school and community life.

This year we had 29 awesome nominations and after a long discussion we were delighted to select: Emily Keogh from Our Lady of Sion School, Worthing. Emily clearly demonstrated through her commitment to singing, drama and her extensive community work, as well as her top GCSE scores that she was a thoroughly worthy winner. Well done.

To be nominated for both of these awards is in itself an honour for the nominating school and the pupils. All those nominated are entered in the Roll of Honour published on the website and receive a presentation certificate. The winners are awarded a book token and glass trophy. The prizes are presented formally by Lord Lexden at a special presentation ceremony. The school also receives a glass trophy.

We have some truly remarkable young people in our schools, and I urge all Heads to nominate their outstanding pupils for these prestigious awards. It is to be noted that the best pupils shine brightest if the nominee writes a quality supportive statement, linking to the criteria and using all the available wordcount.

---

Pam Hutley, Headmistress Hollygirt School, Nottingham

## 2020 Deadlines:

Lexden Award open February 2020, deadline 15 May.

Whitbread Prize open August 2020, deadline 28 September. Visit the ISA website to submit your entries.



The Whitbread Memorial Prize winner Emily Keogh & Dr Smon Orchard (Headmaster of the Sion School)



Megan Wray, Kingsley School (SW)  
Winner of the Lexden Prize 2019

## National Art Competition 2019

### KEY DATES FOR YOUR DIARY SEE MORE ONLINE

#### DRAMA COMPETITION:

Entries Closed  
Event South: Friday 13 & Saturday 14 March 2020  
(Luckley House School)  
Event North: Sunday 22 March 2020 (The Hammond School)

#### NATIONAL CHORAL:

Entries Closed  
Event: Monday 4 May 2020  
(Tettenhall College)

#### ESSAY:

Entries Open Now  
Deadline: Friday 27 March 2020

#### SHAKESPEARE MONOLOGUES COMPETITION:

Entries Open Now  
Deadline: Friday 6 March 2020

#### PUPILS' CHOICE AWARD:

Entries Open Now  
Deadline: Friday 17 April 2020

#### EASTER EGG COMPETITION:

Entries Open: Monday 2 March 2020  
Deadline: Wednesday 1 April 2020

#### HANDWRITING COMPETITION:

Entries Open: Tuesday 5 May 2020  
Deadline: Thursday 25 June 2020

Once again, we had a superb National Art Exhibition, held at Oulton Hall in November. With over 2000 entries, and over 200 fantastic regional winners displayed, the standard of the artwork was incredible.

You can view the full list of the results on the ISA website.

A huge thanks to the ISA Area Arts Coordinators for their hard work and to all the schools involved in the organisation of the Regional competitions to make this competition such a success. Well done to the teachers and pupils for providing amazing art pieces and congratulations to the winners!

If your school did not take part in 2019, please contact your regional art coordinator to find out more about participation in 2020.



Glassy Eyes, Zainab Saleem,  
Claire's Court (LW)



My Story, Charlotte Austin,  
The Firs School (N)



Flower Fairy Dress, Kiera Patel,  
St Piran's School (SW)



Depression, Maddie Arnold,  
Ditcham Park School (LW)



A Fox, Felix Thorpe, Herne Hill School (LS)



Plastic Garden, Cleve House School (SW)



Breakfast, Haoning Guo, Queen Ethelburga's Collegiate (N)



Kandinsky Circles, Torwood House School (SW)



Lollipop Forest, St Christopher's School, Epsom, (LS)

## Film and Digital Art Competition 2019

## #ISAartistofthemoth Competition



Cloud, Crystal Faulkner Quinton House School

The ISA Artist of the Month Award is an exciting opportunity for us all to recognise those outstanding achievements being made by your school pupils. We've seen and heard of some wonderful success stories over the last few months, and we will continue to champion arts achievements in the future. Submit your nomination via the entry form on the ISA website and head to our Twitter page @ISAartsUK to vote for your outstanding student each month.

Winners: Congratulations to Elisa B from Español Vincente Cañada Blanch our October Artist of the Month. Elisa had one of her paintings selected and exhibited at the National Portrait Gallery in London as part of the Next Generation BP Portrait Award.



ELISA BARNES ALMARAZ

Congratulations to the overall winners from Lyonsdown School (LN); Claires Court (LW); LVS Ascot (LW); Wetherby Senior School (LW); Dwight School London (LN); Southbank International School (LN); Normanhurst School (LN); Holme Grange School (LW); Rochester Independent College (LS); Woodlands Preparatory School, Great Warley (E); Steephill Independent School (LS); Park Hill School (LW); Saint Nicholas School (E); Quinton House School (M); and Myddelton College (N).

You can view the full list of the results and the winning pieces on the ISA website.

Follow us on Twitter @ISAartsUK and Instagram @isaschoolsarts

@ISAARTSUK ISASCHOOLSARTS

## DATES FOR YOUR DIARY

ENTER ALL COMPETITIONS ON THE SPORT SECTION OF THE ISA WEBSITE

### BASKETBALL U18 (M)

Fri 27 Mar 2020, Queen Ethelburga's, York

### CROSS COUNTRY U9-U18 M/F

Fri 20 Mar 2020, Worksop College

### EQUESTRIAN U9-U18 (M/F)

23, 24 May & 27 June 2020,  
Princethorpe College

### FOOTBALL

U11 (M)

Mon 4 May 2020, St George's Park

North U11/U13 (F)

Tue 5 May 2020, Queen Ethelburga's, York

South U13 (F)

Tue 5 May 2020, Lingfield College

South U11 (F)

Wed 6 May 2020

Saint Nicholas, Old Harlow

### GOLF U9-U18 (M/F)

Mon 29 Jun 2020, Worksop College

### GYMNASTICS

U9-U18 (M/F)

Sun 10 May 2020, Adcote School

### NETBALL

U11 (F)

Wed 11 Mar 2020, Rugby School

U13 (F)

Fri 13 Mar 2020, Rugby School

U14 (F)

Thu 5 Mar 2020, Nottingham Uni

U16 (F)

Thu 12 Mar 2020, Nottingham Uni

U18 (F)

Wed 4 Mar 2020, Stafford Grammar

### SKIING U9-U18 (M/F)

Mon 27 Apr 2020, Hemel Hempstead

### RUGBY SEVENS

U15 (M)

Fri 6 Mar 2020, Maidenhead RFC

U18 (M)

Wed 11 Mar 2020, St James Boys

U13/U14 (M)

Thu 12 Mar 2020, St James Boys

### TENNIS U11/U13/U15 (M/F)

Wed 13 May 2020, Rugby School

### TRIATHLON U9-U18 (M/F)

Wed 29 Apr 2020, Lucton School

## NATIONAL SWIMMING FINALS

Last term saw another packed programme of events for ISA Sport.

The Autumn Term ended with a bang with the National Swimming Gala at the London Aquatics Centre. The Gala, held at the home of the London 2012 Olympic Games, was a huge success with lots of great success stories from children who competed.



Bishop Challoner Sports Leaders - Jazz Crawford (GB Athlete)



ISA North - Backstroke 2019

#		Junior Girls	Junior Boys	Senior Girls	Senior Boys	Total
1	London West	71	73	160	162	466
2	Midlands	64	60	126	166	416
3	North	72	45	121	112	350
4	East Anglia	53	78	110	103	344
5	London South	69	61	103	46	279
6	South West	38	41	72	50	201
7	London North	23	32	24	77	156

# ISA Sport this year....

ISA Sport has 42 national sporting events, including nine that are new to the calendar this year. Make sure your school takes advantage of all the fantastic opportunities available to throughout the year, including our new climbing event, festival of golf, junior triathlon which once again increased in size with a total of 271 children representing 28 schools.

ISA Sport offers an extensive programme of Area and National events for Members' Schools to participate in throughout the year. ISA Sport has been a key feature of ISA since the Association was founded in 1878 and it is now one of the largest sports programmes offered to independent schools in the UK.

For many pupils, an ISA sports event is the first time that they get to represent their school or Area. This widens their horizons and provides a greater challenge when compared to their everyday experiences. Many have been spurred on to perform at a higher level as a result. Yet there is no elitism here – ISA provides sporting opportunities at all levels so that a large number of pupils can enjoy and benefit from them.

ISA Sport believes that experience in extra-curricular activities increases self-esteem and builds fellowship among pupils. Such success supports academic work and both act in tandem to promote high achievement. That is what ISA schools are all about. Over the course of the academic year of 2019/20, ISA Sport are running many exciting sports events which offer a great range of competitive opportunities for your children. Many events are now accepting entries, so if you are interested, please do go to the sports section of the ISA website and sign up.

## #ISA Athlete of the month Competition

The ISA Athlete and Artist of the Month Award is an exciting opportunity for us all to recognise those outstanding achievements being made by your school pupils. We've seen and heard of some wonderful success stories over the last few months, and we would like you to help us celebrate these moments in the future.

William B, Myddelton College (N) William Bishop

William, Myddelton College's Disability Sport Ambassador, was selected by Disability Sport Wales to represent his country in both Holland and Germany: in the 100m at the Nijmegen Dutch National Para Championships and the Leverkusen German National Para Athletics Championships. He represented Wales again at the National Junior Para Athletics Championships, in Derby. William was a junior member of the North Wales Knights U18s team who won gold at the British Junior Wheelchair Basketball Championships, in Sheffield, in May. He was awarded "Coach's Player" for his role in his debut year in the national (senior) league, division four.



Ella H, Huddersfield Grammar School (N) Ella-Hampson

Ella is a polite, diligent and thoughtful student, who works incredibly hard. She is ranked 4th in Great Britain and 3rd in England in Judo. Last month she represented England at the Commonwealth Judo Championships and got all the way to the final! In the semi-final she beat the girl ranked 2nd in England and narrowly lost in the final against the girl ranked Number one in the country. Her positive attitude and determination to be the best version of herself has led her to this success, whilst somehow still keeping on top of her studies! Next month she will be competing for Great Britain in Slovenia, where she will take part in the Cadet European Cup. We are incredibly proud of Ella and her achievements and it couldn't happen to happier and caring young lady.

James D, Salesian College (LW) James D

James has recently come back from St Petersburg, Florida representing team GB at the World Biathlete Championships finishing in the top 8, an incredible achievement. Since back he has become Senior District Cross-Country champion and also part of the winning Salesian squad that won the National Club Biathlon championships, this is the third year in a row that Salesian has won the title! James is a talented, determined individual who goes about his work and success with dignity and humility which makes the achievements even better, well done James!



# Contact for ISA Area Committees

## EAST ANGLIA

Chair and Asst AC cogden@ahs.me.uk	Clare Ogden 01775 724 733
Area Coordinator headmistress@ursulineprepwarley.co.uk	Pauline Wilson 01277 227152
President lindsay@greenblade.plus.com	Paul Spendlove 01728 688 043
Secretary ph@woodlandsschools.co.uk	Paula Hobbs 01277 245580
Treasurer david.bell@woodlandsschools.co.uk	David Bell 01277 233288
Sports Coordinator nsmith@alleyn-court.co.uk	Noel Smith 01702 582553
Sports Rep Head head@alleyn-court.co.uk	Rupert Snow 01702 582553
Arts Coordinator crwilson@catscambridge.com	Craig Wilson 01223 314431

## LONDON NORTH

Chair hstanton-tonner@hollandhouse.org.uk	Helen Stanton-Tonner 01442 822315
Vice Chair dsayers@sthildasharpenden.co.uk	Dan Sayers 01582 712307
Area Coordinator klovejoy@coopersalehallschool.co.uk	Kaye Lovejoy 01992 577133
Assistant Area Coordinator head@ahsprep.co.uk	Amanda Campbell 020 8504 1749
Secretary sbelej@oaklandsschool.co.uk	Sue Belej 020 8508 3517
Treasurer emmagowers@thegowerschool.co.uk	Emma Gowers 020 7700 2445
Sports Coordinator sports@thegowerschool.co.uk	Jonathon Barradell 020 7700 2445
Sports Rep Head dsayers@sthildasharpenden.co.uk	Dan Sayers 01582 712307
Arts Coordinator MCowie@lyonsdownschool.co.uk	Melissa Cowie 020 8449 0225

## LONDON SOUTH

Chair slockyer@catscanterbury.com	Sarah Lockyer 01227 866540
Vice Chair lawrence.groves@stfaithsprep.com	Lawrence Groves 01304 813409
Area Coordinator head@rosemeadprepschool.org.uk	Phil Soutar 020 8670 5865
Asst Area Coordinator headmaster@shorehamcollege.co.uk	Richard Taylor-West 01273 592 681
Secretary KSamson@buckswood.co.uk	Kevin Samson 01424 813 813
Treasurer d.price@mertoncourtprep.co.uk	Dominic Price 020 8300 2112
Sports Rep Head padfieldt@elmhurstschool.net	Tony Padfield 020 8688 0661
Asst Sports Rep Head headteacher@westlodge.org.uk	Robert Francis 020 8980 2978
Arts Coordinator annesaul@steephill.co.uk	Anne Saul 01474 702107

## LONDON WEST

Chair head@westburyhouse.surrey.sch.uk	Clare King 020 8942 5885
Area Coordinator jhetherington@morehouseschool.co.uk	Jonathon Hetherington 01252 792 303
Asst Area Coordinator h.chalmers@hemdeanhouse.co.uk	Helen Chalmers 01932 220930
Secretary graham.spawforth@ditchampark.com	Graham Spawforth 01730 825659

Treasurer jtw@clairescourt.net	James Wilding 01628 327700
Sports Coordinator matthew.humphrey@luckleyhouseschool.org	Matt Humphrey 0118 978 4175
Arts Coordinator jow@clairescourt.net	Joel Wareing 01628 411 470

## MIDLANDS

Chair head@hkschool.org.uk	Lawrence Collins 01562 850 204
Area Coordinator davidp@arnoldlodge.com	David Preston 01926 778050
Asst Area Coordinator penny.ford@burtonhathow.co.uk	Penny Ford 01522 274 616
Secretary headofeducation@stcrispins.co.uk	Andrew Atkin 0116 270 7648
Treasurer isamidlandstreasurer@gmail.com	Keith Knight 0772 205 9945
Sports Coordinator neilmccollin@princethorpe.co.uk	Neil McCollin 01926 634200
Sports Rep Head robertduigan@crackleyhall.co.uk	Robert Duigan 01926 514444
Arts Coordinator head@stdominicspriory.co.uk	Rebecca Harrison 01785 814181

## NORTH

Chair nairnj@bwslive.co.uk	Judy Nairn 01617 941463
Area Coordinator and Vice Chair schooloffice@highfieldpriory.co.uk	Jeremy Duke 01772 709624
Asst Area Coordinator sj@qe.org	Steven Jandrell 01423 333300
Secretary amandakirby@cundallmanor.org.uk	Amanda Kirby 01423 360200
Treasurer enquiry@prentonprep.co.uk	Mike Jones 0151 652 3182
Sports Coordinator CMcCully@qe.org	Chris McCully 01423 333300
Arts Coordinator headmistress@greenbankschool.co.uk	Jaqueline Reeder 0161 485 3724
Arts Rep Head malcolm.johnson@greenbankschool.co.uk	Malcolm Johnson 0161 485 3724

## SOUTH WEST

Chair richard.milner-smith@moylescourt.co.uk	Richard Milner-Smith 01425 472856
Area Coordinator headteacher@torwoodhouseschool.co.uk	Dionne Seagrove 0117 973 6620
Asst Area Coordinator headteacher@stpirans.net	Carol de Labat 01736 752612
Secretary headteacher@stjosephscornwall.co.uk	Oliver Scott 01566 772580
Sports Coordinator headmistress@thenewschoolexeter.co.uk	Liz Brown 01392 496 122
Sports Rep Head headmaster@stpetrocs.com	Ben Hilton 01288 352 876
Arts Coordinator roy.winspear@moylescourt.co.uk	Roy Winspear 01425 472856
Treasurer and Asst Area Coordinator c.j.wardle@hotmail.co.uk	Craig Wardle 01179 777 218





YOUNG FILM ACADEMY PRESENT

# ONE DAY FILM SCHOOL

**TO CELEBRATE 15 YEARS  
WE ARE OFFERING 15% OFF FIRST-TIME BOOKINGS...  
JUST £20 PER PUPIL (INC VAT)\***

"10TH YEAR RUNNING...  
FANTASTIC AND VERY REWARDING"



RADLEY COLLEGE

"A SUPER DAY, LOVED  
BY THE KIDS"



THE DRAGON SCHOOL

"PUPILS LOVED THE DAY"



DOWNE HOUSE

"RECOMMEND THIS UNRESERVEDLY"



CALDICOTT

"FIRST-RATE TEACHING AND  
HUGELY ENJOYABLE"



MARLBOROUGH COLLEGE

"AN EXTREMELY FUN AND  
EDUCATIONAL DAY"



LUDGROVE SCHOOL

**\*BASED ON 100 PUPILS WITHIN 35 MILES OF LONDON**

To make a booking, or to discuss a film workshop at your school, call us on **0207 3874341**  
or email [schools@youngfilmacademy.co.uk](mailto:schools@youngfilmacademy.co.uk)



©YOUNG FILM ACADEMY - 24 Fitzroy Square, London, W1T 6EP.



With over 50 years experience in enhancing outside space, Fordingbridge work collaboratively to design and build inspiring structures for educators.

From canopies and shelters, to sports and dining halls, we will pre-fabricate your new addition in our custom built factory, allowing for prompt installation on your grounds.

With you from planning to completion, we work closely with our clients through every step of the project.

Call us today and ask what we can do for you.

Proudly working with Independent Schools to create inspiring spaces

[www.fordingbridge.co.uk](http://www.fordingbridge.co.uk) | T: 01243 55 44 55 | E: [info@fordingbridge.co.uk](mailto:info@fordingbridge.co.uk)

**FORDINGBRIDGE**  
inspiring design + build