

**BSA HE3 Part 2 Coursework Submission:
Essay**

**‘The Induction and Integration of Overseas Students
into the UK Boarding Community’**

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Rationale

‘The challenge for British schools now is to embrace and develop their new-found international significance. Instead of serving a regional or even national boarding demand, British boarding schools now serve a global demand.’¹

The above statement justifies my reason for pursuing this study centred upon the needs and provision for overseas students in the UK boarding community. From a personal perspective, this academic year I have witnessed an increase of 6% in the admission of overseas boarders into my House, ‘Christowe’ at Cheltenham College in Gloucestershire. More broadly, according to a recent Boarding School Review paper, in 2010 it was recorded that overseas students made up one third of those in boarding schools in the UK.² The Independent School’s Council survey of 2010 on trends in international pupil numbers at UK boarding schools reported some 10,030 new international pupils; a 7.4% increase on the previous year and a 30% increase from the 2004/5 period. Hong Kong represented 1,849 (12% annual growth) due to educational reforms taking place there.³

International pupils have particular needs and challenges and, under our remit of ‘duty of care’ Housemasters and Housemistresses are naturally empowered to address these individual needs and challenges as ‘by its very nature a boarding school requires children to live away from family and friends for several weeks, or even months in the case of overseas pupils.’⁴

In my current role as Housemaster, I am particularly keen to make suitable provision for the needs of overseas students.⁵ I have learnt that international pupils, or, for the purposes of this study INPs, do indeed have specific needs and challenges, and I am becoming better equipped in my third year in the post at providing and managing this. Having to adjust to routines and behaviour patterns is a likely result of moving to a new environment. Fisher (1989) states that ‘much of the distress, despair and strain associated with homesickness is due to the pressure of the strange new surroundings’⁶ and the easier we can make this transition to a new environment for the INPs, the better.

¹ ‘World Class:’ Meeting the Needs of International Students in British Schools, C. Greenfield & P. Hardaker, BSA, G.B 2005. Page 15

² [Boardingschoolreview.com/articles/6](http://boardingschoolreview.com/articles/6)

³ British Council Report: Understanding the UK Boarding School Experience – The International Student Perspective

⁴ Boarding Briefing Paper 20: Homesickness: Guidelines for Coping with Homesickness in a Boarding Environment, C. Lyon, BSA 2007, Introduction

⁵ Running a school Boarding House – A Legal Guide for Housemasters and Housemistresses, BSA 2009, Page 9

⁶ Boarding Briefing Paper 20: Homesickness: Guidelines for Coping with Homesickness in a Boarding Environment, C. Lyon, BSA 2007, Page 3

The pastoral needs of a student will obviously vary with culture and individual circumstances and ‘the cultural background of international students and the influence of peers can all have an important bearing on a personal situation,’⁷ thus, as we are *in loco parentis*, we must provide a bespoke service for our individual customers. ‘Friends can be replaced at the College, but family can’t. The role as custodian in loco parentis.’⁸

I agree with the sentiment that ‘it is the College’s (*Sherborne International College*) mission to offer an informed and sympathetic environment for these newcomers, carefully facilitating the cultural, linguistic and educational transition that students need to make in order to be fully prepared for success in the British system’⁹ as students may indeed be different in background but should be equal in honour: *dispar moribus, honoribus compar*.¹⁰

Experts say cross-cultural transitions can be divided into two categories: psychological adjustment and sociocultural adjustment, the latter being the ability to ‘fit in’ and this I will explore in the Chapter on Integration.

So why as an INP study in the UK at all? It is my belief that it creates a broader person; someone who is open-minded, who will think differently and understand different points of view, habits and cultures. Houses are full of INPs with different religions, nationalities and points of view and ‘that makes prejudice almost impossible and it makes you tolerate others and respect their views and beliefs.’¹¹ Here at Christowe I see the resultant effect of more compassionate students; those who develop independence and, ultimately, become global people. It does, of course, prepare individuals for life beyond school too and this we can refer to as ‘onward orientation.’¹² This provides a realistic model in preparing students for university and the realism of a cosmopolitan, multi-cultural community. As a rule of thumb, I encourage my boarding community to all adopt an open mind as ‘the most effective way to influence cross-cultural understanding is by maintaining an open mind, as well as resisting the urge to judge others from an ethno-centric standpoint.’¹³

As a study, I have focussed on three key areas of transition for the INP: Pre-Induction, Induction and Integration, with the greatest weighting on Integration. These areas of study make up the Chapter breaks in my essay.

⁷ ‘Duty of Care’: A Resource Handbook for Boarding School Staff, Dr T. Hawkes, BSA, G.B 2004, Page 121

⁸ Guiding students on a multicultural campus away from home, C. de Graaf et al, Bilingual and International Teacher Education Programme, 2007, Page 18

⁹ Different in Background – but exactly how different? Dr C. Greenfield, Magazine of the BSA, Page 9

¹⁰ Ibid.

¹¹ Article: ‘International Boarders of the Year’, Magazine of the BSA, Page 24

¹² British Council Report: Understanding the UK Boarding School Experience – The International Student Perspective

¹³ Article: ‘International Boarders of the Year’, Magazine of the BSA, Page 25

Introduction. Pre-Induction

Beyond the initial tour and meeting of the INP and Housemaster, the next point of contact in the pre-induction process is, typically, the posting of pre-arrival information. In my case this tends to be the House Handbook. In a recent survey undertaken with my House, the average rating for the pre-arrival information sent out by Christowe was 4 out of a possible 5. Interestingly only 25% of INP responses indicated the Handbook (and other pre-arrival information) should be language-specific. This counters Greenfield and Hardaker's view that 'the school should consider translating either all or the most important sections of such documentation into several appropriate languages.'¹⁴ Arguably copies or pre-arrival information should also be sent to overseas agents and / or guardians.

Other recommendations might be sending a video or CD about the boarding house or an email to new boarders before they arrive, or getting students to write a letter of welcome to new boarders before they arrive.¹⁵ In my experience, the personal touch of a handwritten card from the Head of House, (or peer mentor) which might include an email address, creates a clear channel of communication alongside a tone of welcome.

In most cases a form of personal statement is part of the pre-induction process; a mission statement or statement of entry, detailing an INP's hobbies, interests and attributes. A Housemaster can glean a great deal from this, both in terms of the individual pupil's personal make-up, and also the standard of their English. In a survey of my INPs, if offered, most would have preferred interviews, possibly skype-based, and also more space to write and greater flexibility over their statement of entries (I will trial this next year). They felt strongly that all interviews should be conducted in English, and thus the Housemaster can pick up on INPs' problems expressing themselves or insufficient knowledge of the English language.

'For schools to be successful in taking on responsibility for international students, much needs to be done before the international student even arrives at the school.'¹⁶ The role of the guardian is, of course, key here, and yet we are all aware that the standard of guardians fluctuates enormously. Thus schools (and individual Houses) should be clear about what they expect from guardians. They are central in ensuring INPs acclimatise to their surroundings, and thus there is much they can do even before the induction process.

¹⁴ 'World Class: Meeting the Needs of International Students in British Schools, C. Greenfield & P. Hardaker, BSA, G.B 2005, Page 37

¹⁵ 'Duty of Care': A Resource Handbook for Boarding School Staff, Dr T. Hawkes, BSA, G.B 2004, Page 125

¹⁶ 'World Class: Meeting the Needs of International Students in British Schools, C. Greenfield & P. Hardaker, BSA, G.B 2005, Page 35

‘The school remains responsible for safeguarding and promoting pupil welfare and should treat the guardian as part of its own provision.’¹⁷

In my experience, INPs can, pre-induction, glean a good deal from perusing the school’s website; in particular learning about the school’s principal values or code of ethics. Separately, many schools such as ours, have set up online uniform purchasing, and I believe it is key that as much of the uniform is purchased shortly before arrival or induction, giving INPs confidence; avoiding the pitfall of not ‘fitting in’ on arrival. During my tenure thus far, I have too often seen INPs arriving in ‘mufti’ (often in their own cultural vogue) with no school uniform whatsoever. Not only will they look out of place, they will also have to spend time at school outfitters, which may detract from the bedding-in process with their peers.

I recommend a Summer School in the UK prior to a school-specific induction for INPs. This will have positive manifestations, namely language-related and enhanced social confidence in a UK setting.

During discussions with other BSA delegates, we felt strongly that advice should be given in terms of INPs adopting English names. I currently teach two Chinese students in the same set, one male and one female, who both go by the name of Terence, for example. In most cases we could provide rational advice on this front pre-induction, although we also discussed the fact that Chinese children are given their English name from birth.

One advantage, pre-induction, is if an INP is on scholarship, then a bond can already be formulated pre-arrival; providing shared or common ground, for example, and thus a form of head start. Whatever the case, the period prior to arrival should be handled sensitively, for ‘additionally there are students that will move from one culture into another. These students can face further psycho-emotional issues such as culture shock on top of the stress that the transition process in itself brings.’¹⁸

¹⁷ Running a School Boarding House: A Legal Guide for Housemasters and Housemistresses, BSA, G.B 2009, Page 45

¹⁸ Guiding students on a multicultural campus away from home, C. de Graaf et al, Bilingual and International Teacher Education Programme, 2007. Page 2

Chapter 1. Induction

A requirement outlined in the National Minimum Standards for September 2011 is that ‘There is an appropriate process of induction and guidance for new boarders.’¹⁹ For the purposes of this study, I am, of course, focussing on the induction of INPs into the UK boarding community.

It is naturally advisable to ‘invite new boarders in earlier than the main group of boarders to participate in a well-structured, enjoyable programme of recreational activities.’²⁰ In my experience, the best way to integrate students is through activities, as the mind and body should be kept active. In a broader sense this tallies with NMS10.1 ‘There is an appropriate range and choice of activities for boarders outside teaching time.’ Interestingly the INPs I interviewed stated that they would rather participate in activities that address practical concerns relating to the school day, rather than bonding through activities such as bowling. Given the status quo in terms of INP induction at Christowe, those interviewed stated they would prefer a shorter period of induction (2 days as opposed to 3) with more activities related to school life and less free-time.

I firmly agree with Hardaker and Greenfield that ‘a carefully devised programme is central to the successful integration of international students’²¹ but I also feel strongly that induction must be ongoing, more long-term, with a periodic overview so that Housemasters can map the progress of INPs.

Since starting in the House I have listened, read and learnt a great deal about the induction process, and am constantly reflecting on current practice. One thing I initially missed, for example, was to take into account the effects of jet lag. This can change one’s impressions of a new starter, who may be performing below par for obvious reasons.

Whilst Greenfield and Hardaker provide a suitable paradigm²² for the induction process this must be tailored both for INPs and also individual Houses. Outlined overleaf is what I feel are key areas of focus in inducting new INPs into the UK boarding community, many of which concern practicalities and logistics.

¹⁹ NMS 2.1, 2011

²⁰ ‘Duty of Care’: A Resource Handbook for Boarding School Staff, Dr T. Hawkes, BSA, G.B 2004, Page 125

²¹ ‘World Class:’ Meeting the Needs of International Students in British Schools, C. Greenfield & P. Hardaker, BSA, G.B 2005, Page 43

²² See Appendix 1, adopted from *ibid.* Page 121, Append. 1V

Recommendations for the induction of INPs into the UK boarding community:

- A welcome session with a ‘getting to know you’ activity. The House team as a whole should be involved, namely Tutors, Matrons etc
- Tours of the House, school and town: an orientation session (Head of House involvement)
- Personal identification photographs and the formulation of student ID Cards
- Registering with the police administration, passports, visas etc
- Opening up of a personal bank account and the depositing of funds
- Mobile phones and setting up a contract
- Uniform checks (matron, local supplier involvement)
- Social time (bowling, international cinema, local sites etc)
- Visit to the EAL department: linguistic testing and a ‘coping with vocabulary’ session, addressing English colloquialisms in the form of an ‘idioms’ session
- A visit to or from the Chaplaincy, to discuss customs and religions
- The adoption of English names – advice and acceptability
- Medical: ‘A matron who is in tune with cultural differences in relation to matters of health’²³
- A world knowledge quiz

In conclusion, however, information gleaned from in-house questionnaires suggests that during induction, INPs want more information on timetables, facilities, buildings and routines. The former one often leaves to Tutors, and this invariably happens once term gets underway. Understandably they would feel reassured if this were to be a priority earlier on. A common request was to have sanctions and punishments explained prior to the arrival of established boarders. This can also be used to ensure INPs’ have no excuse for flouting the rules.

On a personal level I feel that the induction process must be as INP-specific as possible, so that there is no overlap between their induction and a more generic induction process for new pupils.

²³ ‘World Class:’ Meeting the Needs of International Students in British Schools, C. Greenfield & P. Hardaker, BSA, G.B 2005, Page 109

Chapter 2. Integration

‘Young adolescents regard the school transition as stressful, adapting to new environments’²⁴

For the INP, integration with UK students is not a natural process, as most students find others with whom they can speak their native language and this eases the integration process a lot. One danger I have found with the current INP Induction programme at my school, is that the overseas pupils that meet on induction will naturally stick together, and this, in a sense, counters the integration process following on from induction.

The learning curve for INPs after their arrival in the UK is massive, however. ‘Intelligence develops as the individual grows in his environment.’²⁵ Sean Covey in his text *The 7 Habits of Highly Effective Teenagers* outlines the pattern as thus: dependence, independence, interdependence. Although arguably this could be countered by Whitaker’s 1993 pattern: ‘Shock, withdrawal, acknowledgement, adaptation.’²⁶

A rather worrying 2004 UKOSA survey presents the fact that only 15% of Chinese students had UK friends, for example.²⁷

From research I have undertaken, there appear to be four key stages in adjusting to a new environment:

Stage one: a period of incubation, the so-called ‘honeymoon period’

Stage two: a period of crisis that comes from the difficulties the pupil may come across in a different culture

Stage three: a period of recovery in which the pupil begins to understand some of the cues of the host culture

Stage four: the complete period of recovery in which the pupil accepts the host culture

‘Culture shock’ occurs at the transition between stages two and three, when the person has received a lot of feedback but has very little idea about what is appropriate behaviour.²⁸

²⁴ Adapting to Secondary and Boarding School: Self-Concept, Place identity and Homesickness, Jacqueline Downs, 1990, Page 1

²⁵ Potential and Progress in a Second Culture: A Survey of the Assessment of Pupils from Overseas, Dept of Education, London 1971

²⁶ Meeting the Customer’s Needs in a Turbulent Environment. Developing and Marketing Orientation in an Independent Boarding School, M. McSwiggan, MA in Education Studies, Roehampton Institute Library

²⁷ ‘World Class:’ Meeting the Needs of International Students in British Schools, C. Greenfield & P. Hardaker, BSA, G.B 2005, Page 47

²⁸ <http://naomi-rockler-gladen.suite101.com/college-students-and-homesickness-a21348> Page 2

Other models for a typical response to a new school culture can be found in Appendix 2 (Greenfield 1988) and below, with the ‘U-curve’ which is described as: a feeling of happiness followed by a time of cultural shock and accompanying downturn in happiness. Then, as the person starts to adjust, the feeling of happiness returns – thus a U-shaped adjustment.²⁹

IMAGE NOT FEATURED IN THIS VERSION

Culture Shock is essentially intercultural adjustment when people move from a known and safe environment to a new geographical area; they need to adjust to their new environment. It is ‘the physical and emotional discomfort one suffers when coming to live in another country or a place different from the place of origin.’³⁰

Two important factors in the severity of culture shock have been suggested. The first, the ‘culture-distance concept’, states that the farther removed are the two cultures, the greater will be the shock. The second, the “functional friendship model”, suggests that there are elements which can help a newcomer to a culture overcome numerous difficulties.³¹

Zwart’s table (overleaf) entitled ‘Culture Shock, Stages and Symptoms’ (2000) charts the emotional effects of change and transition and how transition and cultural adjustment cause different responses and feelings at different stages.

²⁹ Model taken from *The International. Adapting to Life at Cheltenham College: Understanding our pupils*, Page 1, Orig. Lysgaard, 1955

³⁰ *Guiding students on a multicultural campus away from home*, C. de Graaf et al, Bilingual and International Teacher Education Programme, 2007. Page 5

³¹ ‘World Class:’ *Meeting the Needs of International Students in British Schools*, C. Greenfield & P. Hardaker, BSA, G.B 2005, Page 23

Culture Shock, Stages and Symptoms (Zwart 2000)

IMAGE NOT FEATURED IN THIS VERSION

So, how does the boarding community become more tolerant and open to ‘respect personal differences in others irrespective of culture or family background?’³² Many, including myself, feel that this can be done through the House system (vertical families and the like) as well as learning about tolerance and care for each other through behaviour codes in PSHE lessons. Thus the Housemaster is key in ‘determining the needs and assessing the progress of children whose social, cultural and linguistic backgrounds make it difficult for them to respond to conventional forms of education.’³³

I agree with Covey who recommends actively celebrating diversity as a means to integrating the INP into the UK boarding environment: ‘Synergy doesn’t just happen. It’s a process. You have to get there. And the foundation of getting there is this: learn to celebrate differences.’³⁴

Whilst celebrating differences, establishing equality is also paramount, as outlined in NMS16 Equal Opportunities: Boarders do not experience inappropriate discrimination because of.... Race, religion or belief, cultural background, linguistic background.

³² ‘Duty of Care’: A Resource Handbook for Boarding School Staff, Dr T. Hawkes, BSA, G.B 2004, Page 11

³³ Potential and Progress in a Second Culture: A Survey of the Assessment of Pupils from Overseas, Dept of Education, London 1971, Page 15

³⁴ The 7 Habits of Highly Effective Teenagers. Sean Covey. Publ. in UK 2004, Page 183

Religious Faith and Customs

One of the 2011 National Minimum Standards: ‘Provision for pupils with particular religious or cultural needs’³⁵ empowers House staff to accept a duty to develop the “whole person” of their students and in this context that duty is the development of ‘spiritual and moral awareness.’³⁶

Whilst I find that this can most readily be done through the House system, there are natural opportunities provided through PSHE, Religious Studies and the EAL department. Whatever the case, ‘schools need to demonstrate that they approach other faiths and cultural backgrounds with respect.’³⁷ In House this should entail the sharing of customs and festivals, marking significant dates in a world calendar; ‘faith and cultural matters – religion and associated dietary requirements, holy days, periods of fasting and so on.’³⁸

One of the most successful inter-cultural experiences I have shared in House was when a group of Chinese students cooked up a storm to celebrate the Chinese New Year. From planning the menu to buying, preparing and sharing the food, bonds were formulated and cultures were shared. As a general rule of thumb, I recommend treating INPs with the same respect as others and try not to focus on cultural differences as opposed to similarities. In this way, the Housemaster can ‘encourage cultural compassion.’³⁹

Recently I have considered providing a quiet room in House for prayers (or could this contradictorily be seen as singling out INPs?). In-House assemblies can provide an excellent forum for sharing cultural uniqueness, and ‘can include thought-provoking stories from different religious and cultural traditions as a way of signalling to the whole community that all faiths and traditions can offer food for thought.’⁴⁰ Thus I encourage the House community to develop a knowledge of major world religions as:

‘Irrespective of religious orientation, it needs to be acknowledged that students may have spiritual needs which should be met. Freedom of religious belief should be honoured.’⁴¹

³⁵ National Minimum Standards 2011, Appendix 1 Item 11

³⁶ ‘World Class:’ Meeting the Needs of International Students in British Schools, C. Greenfield & P. Hardaker, BSA, G.B 2005, Page 51

³⁷ Ibid. Page 63

³⁸ ‘Duty of Care’: A Resource Handbook for Boarding School Staff, Dr T. Hawkes, BSA, G.B 2004, Page 122

³⁹ Article: ‘International Boarders of the Year’, Magazine of the BSA, Page 26

⁴⁰ ‘World Class:’ Meeting the Needs of International Students in British Schools, C. Greenfield & P. Hardaker, BSA, G.B 2005, Page 61

⁴¹ ‘Duty of Care’: A Resource Handbook for Boarding School Staff, Dr T. Hawkes, BSA, G.B 2004, Page 126

Current problems concerning the integration of INPs in Christowe House and Cheltenham College:

‘Social withdrawal, feelings of loneliness, insecurity, lack or loss of control, disrupted identity and lower self-esteem have also variously been associated with homesickness.’⁴²

In our various boarding Houses, we have all witnessed the above traits in the new INP; what Guthrie (1967) refers to as ‘Culture fatigue.’⁴³ Sometimes the language barrier or the taciturn nature of certain INPs means that we are occasionally guilty of not listening enough or not picking up the signals. Yet Covey argues ‘to hear what other people are really saying, you need to listen to what they are *not* saying. No matter how hard people may appear on the surface, most everyone is tender inside and has a desperate need to be understood.’⁴⁴

Outlined below, are what I perceive to be current problems concerning the integration of INPs in Christowe House and Cheltenham College more generally:

- Dining hall segregation. Should students be encouraged to sit in Houses?
- Language limitations. A solution might be improved vetting / testing
- Late entrants with no induction
- INPs who have attended induction who stick together; this breaks down integration
- Range of quality of guardian: in-House survey rating: an average score of 2 out of 5
- Sport stereotypes for INPs: badminton, basketball inhibits integration
- The classroom: staff are not doing INPs justice, nor setting the right pace for UKPs
- Different fashion statements and our lack of tolerance: ‘Individualistic hair styling or colouring may seem very trivial or even innocuous to parents from some countries, yet may create a great deal of disciplinary friction at school’⁴⁵
- The adoption of anachronistic English names eg Betty, Mavis
- Hard to sever links with Home culture: over-reliant on email, mobile phones etc
- Domestic chores and culture shock
- The 2nd term is often the worst. There is no induction and we often assume ‘business as usual.’ The INP has also been at home for a sustained period so will become homesick.⁴⁶

⁴² Adapting to Secondary and Boarding School: Self-Concept, Place identity and Homesickness, Jacqueline Downs, 1990, Page 1

⁴³ ‘World Class:’ Meeting the Needs of International Students in British Schools, C. Greenfield & P. Hardaker, BSA, G.B 2005, Page 24

⁴⁴ The 7 Habits of Highly Effective Teenagers. Sean Covey. Publ. in UK 2004, Page 171

⁴⁵ ‘World Class:’ Meeting the Needs of International Students in British Schools, C. Greenfield & P. Hardaker, BSA, G.B 2005, Page 97

⁴⁶ Information gleaned from the British Council Report: Understanding the UK Boarding School Experience – The International Student Perspective

Practical suggestions for improving the integration of INPs into the UK boarding community and Christowe House:

- Greater leniency over lateness to House checks / organisation
- Could INPs teach UKPs their own language? (Raise the confidence of INPs)
- A separate register / mail lists for INPs for surveys, blogs etc
- Website space for INPs with blogging / message board facility
- Central support staff to discuss problems / experiences
- INSET and resources for staff & guidance on best communication practices and intercultural integration, information packages for tutors and house parents ‘including practical information on culture shock, particularly with respect to social norms and religious practices, transition and conflict resolution’⁴⁷
- Vetting of guardians / set up clear guidelines
- Celebrate diversity through learning about festivals, food, craft and language via House assemblies
- Wider cultural awareness, giving a broader education suitable to a globalised world: awareness of significant days
- Varied cuisine: House catering with an international flavour; special meal days – festivals of a particular country, national dishes
- Appoint an INP to the House Council or Committee
- Introduce a reward scheme for the INP mentoring programme as an incentive for good practice
- Hold sports’ competitions popular in other countries, e.g. basketball. ‘30% had specific dislikes about their home environment, which include the climate, isolation, and lack of activities or facilities and also missed activities associated with their home’⁴⁸
- Provision of international newspapers in House
- 80% of INPs interviewed were keen on running an in-house international magazine⁴⁹
- Improved Skype room facility
- ‘Schools should encourage international students to communicate through the medium of English but not isolate them linguistically, especially not in the early days’⁵⁰

Broader Initiatives might be:

- SHINE competition run by the British Council
- UKCISA video diary competition

⁴⁷ Guiding students on a multicultural campus away from home, C. de Graaf et al, Bilingual and International Teacher Education Programme, 2007, Page 29

⁴⁸ Adapting to Secondary and Boarding School: Self-Concept, Place identity and Homesickness, Jacqueline Downs, 1990, Page 3

⁴⁹ Based on Christowe House INP Survey, 2011, Appendix 3

⁵⁰ ‘World Class:’ Meeting the Needs of International Students in British Schools, C. Greenfield & P. Hardaker, BSA, G.B 2005, Page 49

Other survey and interview findings concerning INPs in Christowe House:

‘Schools should recognise the importance of these avenues of communication between international students and their parents’⁵¹

It was generally felt that the facilitating of communication with home was good in Christowe, averaging a rating of 4 out of 5, although time difference clearly plays a part in this. On a general note, INPs awarded Christowe House an average rating of 4.5 out of 5 as regards their welcome in House. They also rated the flexibility shown over rituals, customs and festivals as a 4 out of 5, with 80% feeling the school did well with festival / customs’ awareness.

It was confirmed that Matrons are really key figures in settling them in to House routines, whilst providing that surrogate mother figure. All INPs talked of the need for increased awareness regarding differences in cultures and regimes. As one would expect, they also raised issues concerning unstructured time and the provision of supervised activities to help with integration.

Support provision for INPs:

Alongside the House team, **peer listeners** have a very pro-active role. The INP feels looked after, and they are in touch with the students. In terms of sharing good practice, many feel second year students should team up with first year students in House from the same country. Sharing the same language will help them integrate, and they can relate due to a common background and cultural beliefs. ‘The secondi have been through the adaptation processes and can help their “primi” students to settle in.’⁵² In a 2007 survey undertaken by de Graaf, 56.41% students found the secondi to be the most supportive; more than adults in a pastoral role.⁵³ Yet the danger of this is surely ‘language isolation?’⁵⁴

From my survey findings, the success of the peer mentor scheme very much depends on the calibre of the mentor. An average score of 2.5 out of 5 suggests room for improvement, and it would be better if fewer mentors were trained up, and the general consensus was that those should be Prefects and in the Upper Sixth only. Those interviewed also stated the support must be ongoing, as students will naturally open-up later on.

⁵¹ ‘World Class:’ Meeting the Needs of International Students in British Schools, C. Greenfield & P. Hardaker, BSA, G.B 2005, Page 93

⁵² Guiding students on a multicultural campus away from home, C. de Graaf et al, Bilingual and International Teacher Education Programme, 2007, Page 22

⁵³ Ibid. Page 26

⁵⁴ ‘World Class:’ Meeting the Needs of International Students in British Schools, C. Greenfield & P. Hardaker, BSA, G.B 2005, Page 41

However, some feel ‘many peer listeners were native speakers of English and they were not open to language related problems at all.’⁵⁵

⁵⁵ Guiding students on a multicultural campus away from home, C. de Graaf et al, Bilingual and International Teacher Education Programme, 2007, Page 16

Conclusion

One of the basic tenets of pastoral care is the need to accept others. Generally we must endeavour to ‘meet boarders’ emotional needs, with caring staff who are committed to raising emotionally balanced children⁵⁶ as ‘meeting boarders’ emotional needs will mean that young people will make better decisions and fewer, less important mistakes.’⁵⁷

A.H Maslow devised in 1954 a model for the five levels of human needs, which is very relevant here. As Hawkes points out, it is ‘crucial our boarding staff know how to attend to their duty of nurturing the children in their care to the very best of their ability.’⁵⁸

IMAGE NOT FEATURED IN THIS VERSION

I find it a careful balancing act - integrating overseas students into the community whilst ensuring that non-overseas boarders do not start to feel that *they* are in the minority.

Spotting the signs and symptoms of homesickness and ‘culture shock’ is not always straight forward, in that ‘young people will react to these pressures in a variety of ways. They may well externalise their feelings, taking it out on innocent others, some may internalise their feelings.’⁵⁹ Related stress may present as: sleep disturbances, depression, truancy and Van Tilburg (1996) states ‘associated feelings are likely to affect sleep patterns.’⁶⁰

Much of the provision and care of INPs does, however, fall under our role of ‘duty of care’ and is essentially a practical notion. ‘It involves using reasonable foresight and being alert and interested.’⁶¹

⁵⁶ Boarding Briefing Paper 21: Meeting the Emotional Needs of Boarders: The Growing Child’s Mental Health, J. Cox, BSA 2007, Page 5

⁵⁷ Ibid.

⁵⁸ ‘Duty of Care’: A Resource Handbook for Boarding School Staff, Dr T. Hawkes, BSA, G.B 2004, Page 8

⁵⁹ Boarding Briefing Paper 21: Meeting the Emotional Needs of Boarders: The Growing Child’s Mental Health, J. Cox, BSA 2007, Page 3

⁶⁰ Boarding Briefing Paper 20: Homesickness: Guidelines for Coping with Homesickness in a Boarding Environment, C. Lyon, BSA 2007, Page 5

⁶¹ Running a School Boarding House: A Legal Guide for Housemasters and Housemistresses, BSA, G.B 2009, Page 17

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Appendix 1. Paradigm for Induction, Greenfield and Hardaker

IMAGE NOT FEATURED IN THIS VERSION

**Appendix 2. Typical response of an individual student to a new school culture
Greenfield 1998**

IMAGE NOT FEATURED IN THIS VERSION

Appendix 3. Christowe House International Students' Questionnaire 2011

Scale: 5 = Excellent, 1 = Poor

How useful was the information sent out to you before your arrival?

5 4 3 2 1

How important do you think it would be to make this language specific?

5 4 3 2 1

Did you get enough opportunities to provide a statement of entry?

Comment:

How useful was the International Induction programme?

5 4 3 2 1

What would you do to improve it?

Comment:

How useful has your guardian been in helping you thus far?

5 4 3 2 1

How highly do you rate the agency you are affiliated to?

5 4 3 2 1

Is it useful having a buddy scheme / peer mentor in House?

5 4 3 2 1

Added comments / suggestions on the above:

Should the peer mentor be a UK student or ideally a student from our country?

Added comments / suggestions on the above:

How good are we at organising events for International students?

5 4 3 2 1

Any further suggestions:

How easy is it to communicate with home whilst at school?

5 4 3 2 1

How flexible are we over international customs, traditions, festivals?

5 4 3 2 1

How keen would you be to have an international magazine run in House?

5 4 3 2 1

On reflection, how welcome have you been made to feel in House?

5 4 3 2 1

General:

Any further comments / suggestions: