

Year 12 Information Evening

Welcome & Close

Curriculum

SEND

Sixth Form Learning

Sixth Form Opportunities

& Co-Curriculum

Safeguarding

Mr Goodall, Headteacher

Mrs Norris, Deputy Headteacher

Mrs Ashby, Director of SEND and Inclusion

Mr Hussain, Director of Sixth Form

Mrs Laughton, Asst. Director of Sixth Form

Ms Harper, DSL

NB The Slides will be shared in the Friday Letter



WELCOME



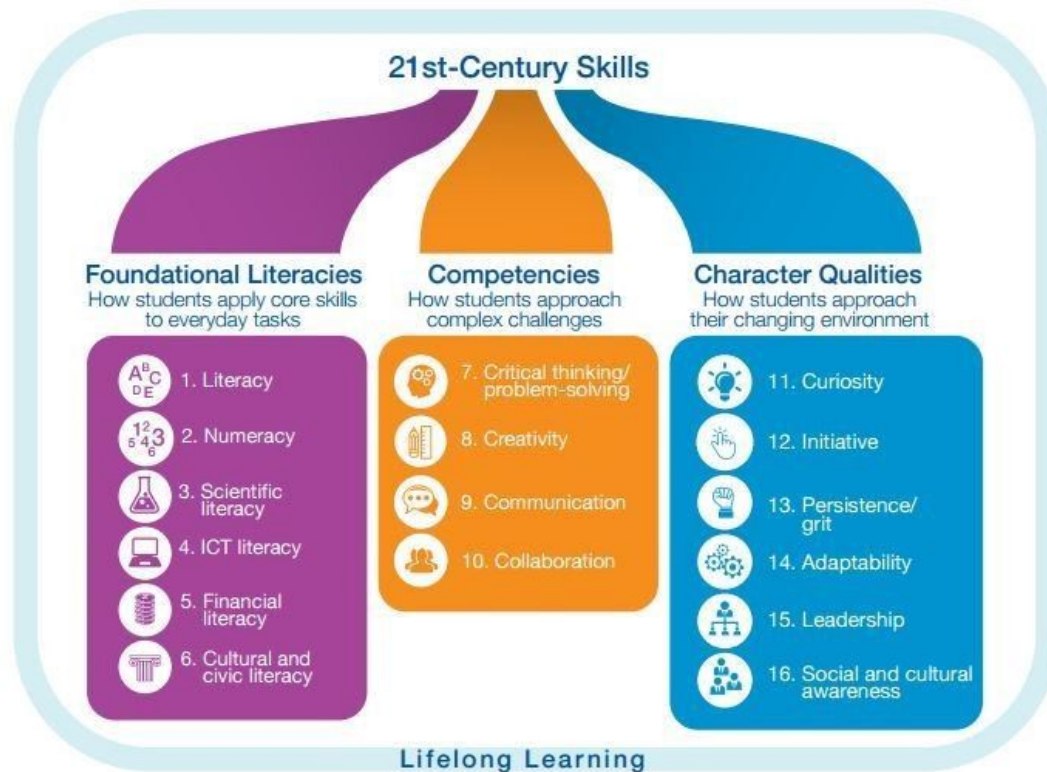
Mr Goodall Headteacher



*Inspire
Empower
Shape The Future*

OUR AIMS...

Exhibit 1: Students require 16 skills for the 21st century



PERSONAL DEVELOPMENT



KS3

Participation

KS4

Responsibility

KS5

Service





Mrs Norris

Deputy Headteacher



A LEVEL HEADLINES 2026

20% of Grades were A*

55% of Grades were A and A*

83% of Grades were B and above

12 students achieved all A*

15 students achieved three or more A*

153 students achieved all A*/B

69 students achieved all A*/A

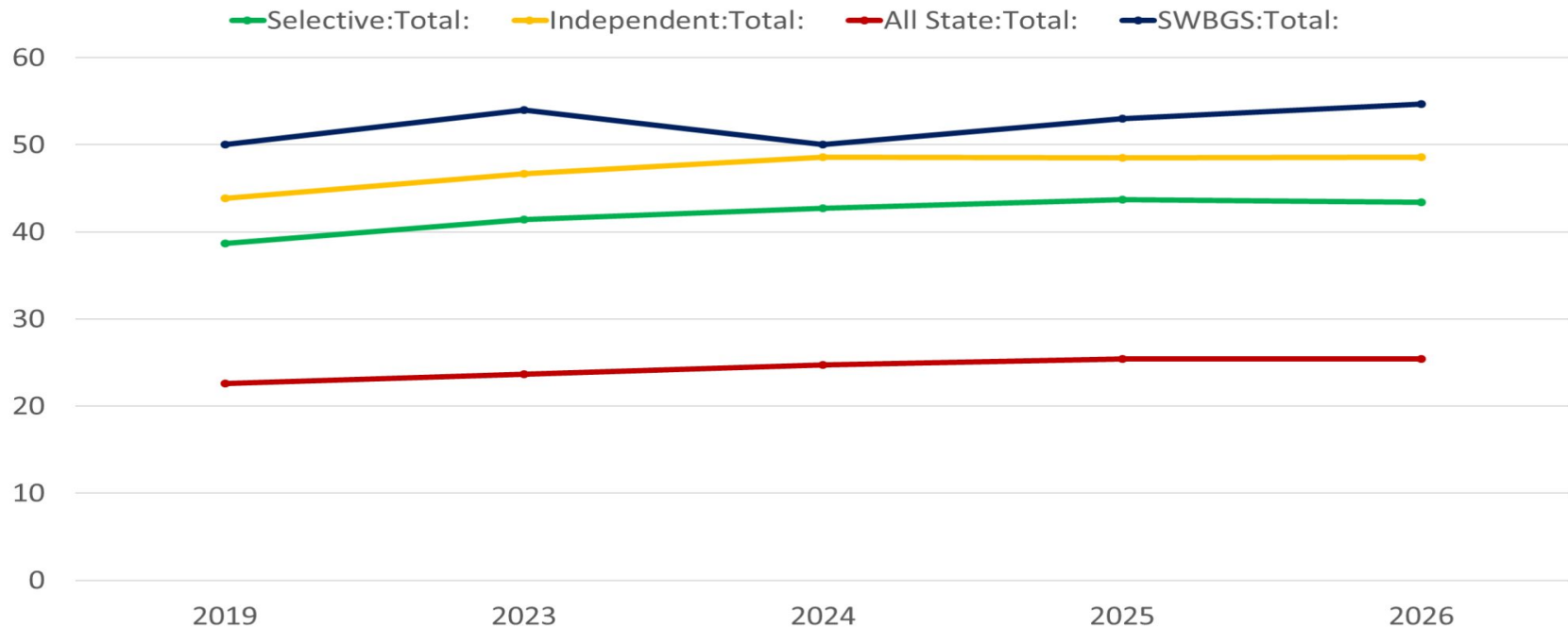
Out of 219 Students, 134 took EPQ, 87% of whom achieved A*/A

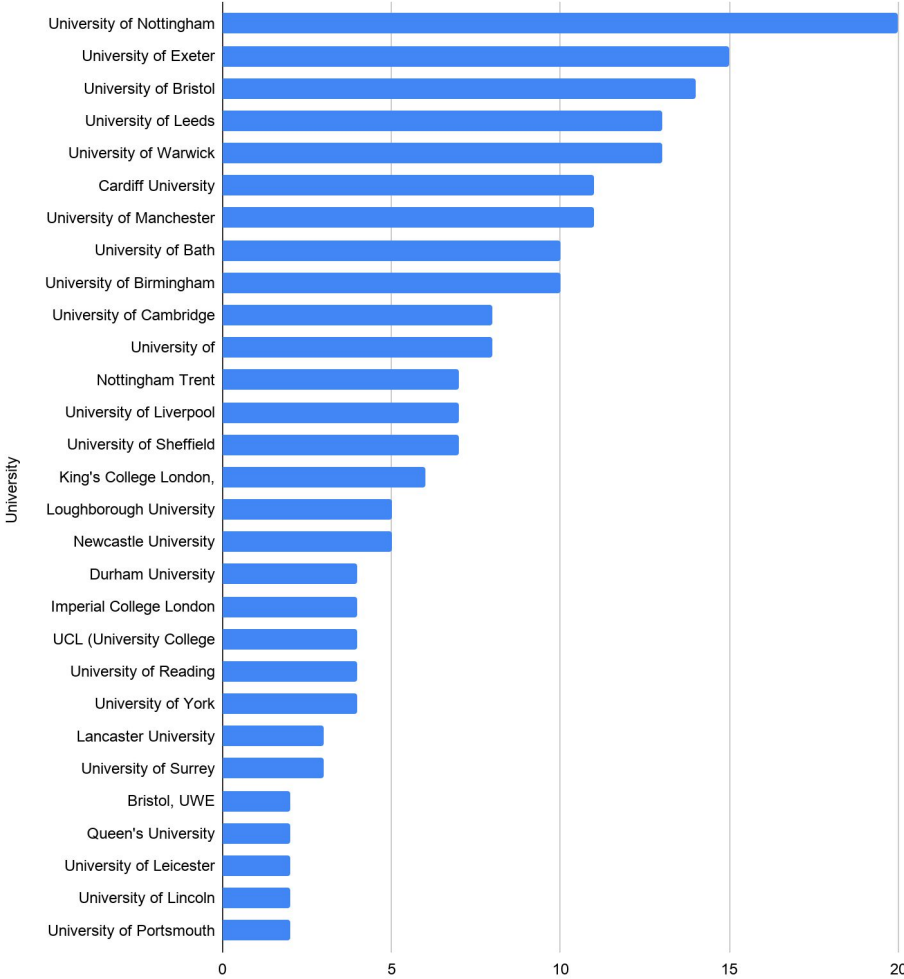
90% of students going to University got their Firm or Insurance choice in UCAS



A LEVEL GRADES A* TO A

SWBGS vs National A*-A by Centre Type





DESTINATIONS 2026

140 placed with firm choice, 32 with insurance to UK Universities

4 apprenticeships: ACA Accountancy, JP Morgan, Pfizer, Deloitte

1 American University

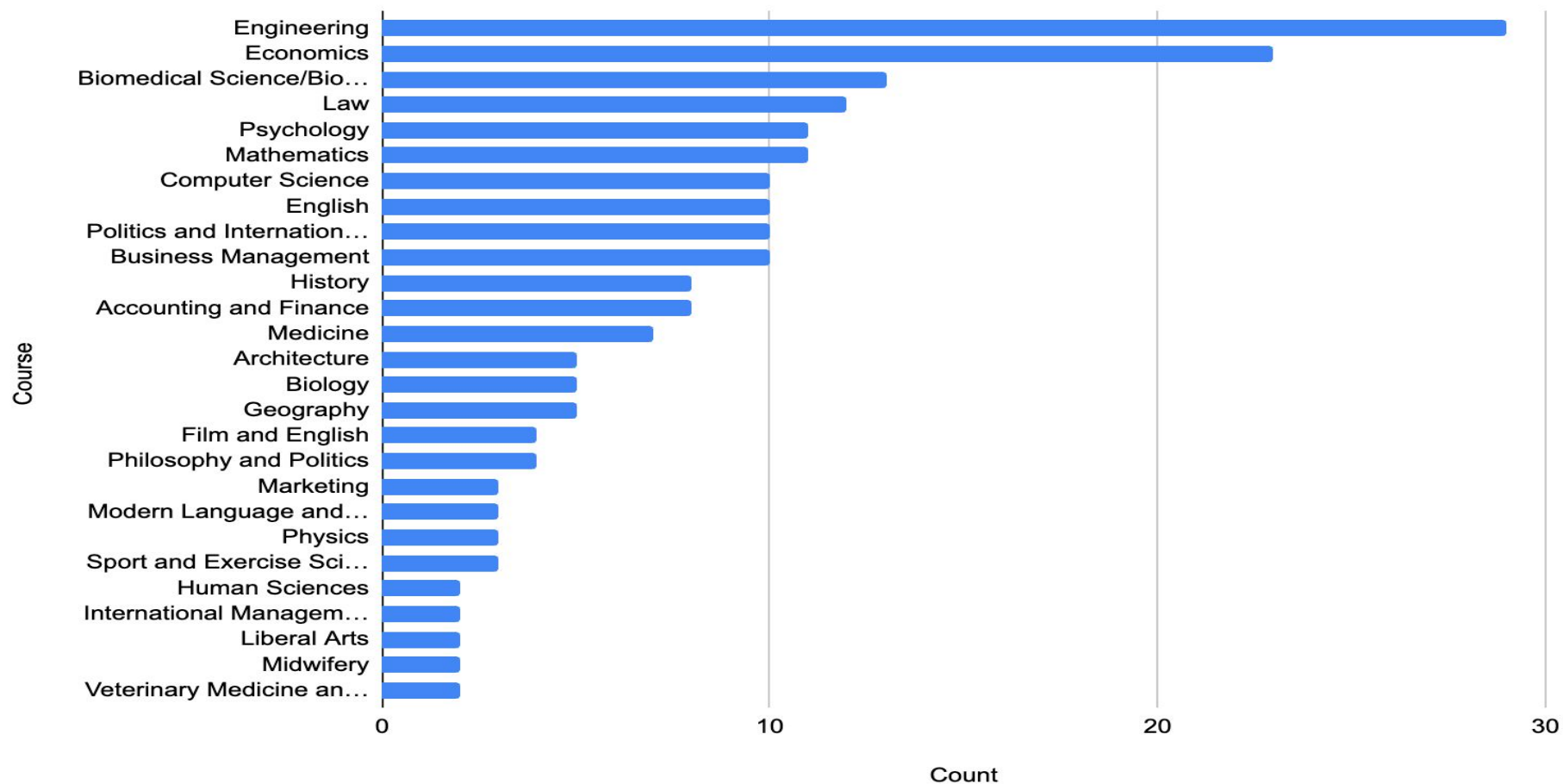
7 University of Cambridge (Economics, English, Nat Sci, Medicine, Law, Maths, History of Art)

5 Medicine

2 Vet

1 Dentistry

Courses 2026



Academic Core

**3 (or occasionally 4) A levels taught by subject specialists
plus EPQ**

Support, Extension and Enrichment

**Academic
support
groups**

**Formal
supervised
study**

**Study skills
training
through E&E
and tutor
time**

**Extension
through E&E,
competitions
and
student-led
societies**

**‘Wider
horizons’
lecture
series and
assemblies**

**UCAS
support
through
Futures
programme**

‘Follow things worthy’: an integrated service element

**Making an effective contribution
to the life of the school through
mentoring and student
leadership**

**Being a part of Borlase’s
contribution to the wider
community through
volunteering/mentoring**

Academic Core

3 (or occasionally 4) A levels taught by subject specialists
plus EPQ

Inspire, Empower... to shape the future

Assemblies:
staff and
student led

Tutor
programme:
life skills
well being
community

Leadership/
teamwork:
prefects,
clubs,
societies,
sport

Careers and
Higher
Education
Guidance -
including
Masterclass

Student voice
through
assemblies,
tutor and
competitions

Trips, Visiting
Speakers,
Enrichment
Day

‘Follow things worthy’: an integrated service element

**Making an effective contribution
to the life of the school through
mentoring and student
leadership**

**Being a part of Borlase’s
contribution to the wider
community through
volunteering/mentoring**

What is in your child's timetable?

- 4 hours per subject taught lessons
- 0.5 collaborative learning lesson
- 1 Enrichment and Extension lesson
- 1 Lecture series session
- 4 Supervised study periods
- 1 Games session
- 4.5 Private study periods

	AMon	ATue	AWed	AThu	AFri
Tu	Tutor Groups KLR L2	Tutor Groups PS L2	Tutor Groups PS L2	Tutor Groups KLR L4	Tutor Groups KLR L4
1	E&E HRM G5U	Biology KLR M7	Eng Lit REH A2U	Psychology KN H1	Biology KLR L4
2		Eng Lit HO A5U	Study Period SS1 M8U	Biology HB L1U	Study Period SS1 M8U
3	Study Period SS1 M8U	Psychology KN H1	Psychology CHB H6U	Study Period SS1 M8U	Psychology CHB H6U
4			Biology HB L1U		Lecture Series SH2 C1
5	Biology KLR L4		Games KMC FD	Eng Lit HO A5U	Eng Lit REH A3U

Sixth Form is a transition between school and “Beyond Borlase”

Year 11

- Fully Timetabled
- No “free” periods
- Homework specified
- 8-10 Subjects
- Three Years of Study
- “Short” Exams

Sixth Form

- 12 Hours Subject Lessons
- 3 Collaborative learning periods
- Timetable study plus free periods
- Homework plus own learning
- 3 Subjects
- Two Years (five terms) of Study
- Longer Exams

Beyond Borlase

- Sparse timetable
- Study Expectations vague
- Most of the time is free
- “One” subject
- Three Years of Study
- Long Exams, some online elements and open book

Developing to become an Independent Learner

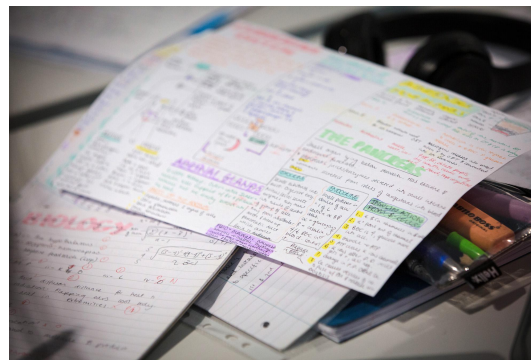
Independent Learning – not just Homework

- **Homework** – directed independent learning
- **Consolidation work** – understanding and mastering
 - Following up lessons
 - Suggested by teacher and completed independently or collaboratively
- **Extension work** – using initiative and setting yourself specific, relevant and challenging targets



Independent Learning – How Much?

- Research shows that successful A level students spend 20 hours per week on their studies outside their taught lessons. This equates to 6-8 hours per subject.
- Most students have **four hours of supervised, silent study** in their timetable in M10U
- **Plus 0.5 hour of collaborative learning time**
- In private study time, students can study in the Centenary Hall.



Planning activities in supervised study

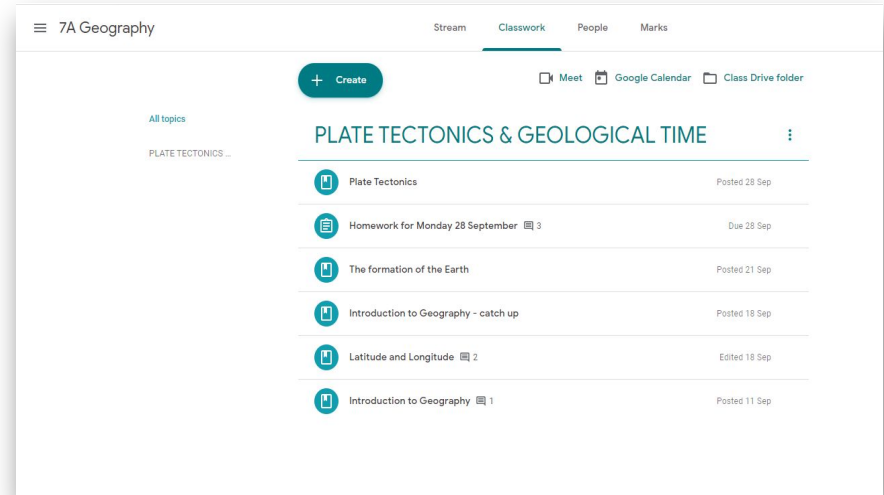
- Reflect on what the lesson focussed on
- What were the main points?
- What do you need to read up on?
- What do you need to practice?
- Which exercises should you complete?
- Do you have practicals to write up?
- Is there anything to memorise?
- Is there background/wider reading?
- Has something piqued your interest that you want to follow up?
- Is there something you did not understand that you need to ask for help with?



Where are tasks/homework set?

- Every subject/class has a Google Classroom
- These contain resources that are essential for students to use for consolidation, homework, extension, wider reading and assessments.
- Google Classroom allows students to access class materials, upload assignments and receive feedback.

GOOGLE CLASSROOM



ORDERS-REPORTING

The aims of our reporting (called Orders at SWBGS) process are to:

- Support the academic progress of all students
- Support the development of key learning attributes in all students
- Communicate student academic progress in a clear, useful and meaningful way to parents
- Facilitate learning conversations between students and parents
- Provide key stage teams and department teams with a clear understanding of the progress of individual students and groups of students in their areas
- Support the well-being of our students and teachers



Sample Orders Report for Year 12

	Target	Autumn Attainment Grade	Autumn Learning Skills Summary	Learning skills				
				Focus	Organisation	Homework	Classwork	Participation & Engagement
Economics	A	C	Good	Good	Good	Action	Action	Good
History	B	A+	Very Good	Very Good	Good	Good	Very Good	Very Good
Mathematics	A	A	Good	Good	Good	Good	Good	Good
Further Maths	A	A	Good	Good	Good	Good	Good	Good

Orders

- A level grades, ie A* to E (or U)
- These are fine graded, so A+ means high A and A- means low A
- Targets are set based upon GCSE APS
- They are set from an organisation called FFT that takes information nationally and suggests aspirational targets for our students
- Attainment grades (from December) represent a “Working At” Grade rather than a prediction.
- Indicative end of course predictions will be given for the first time after the formal May assessments in 2027
- If the attainment of a student is causing concern in a particular subject the orders will contain an action plan for the student to help them improve.



Assessment/Reporting Dates for Year 12 2026/27

Date	Event
4 December 2026	Year 12 Autumn Orders - Learning Skills Detail, Attainment grades (with Action Plans*)
12 January 2027	Student/Tutor Meeting
W/C 22 February 2027	Year 12 tests in class
19 March 2027	Year 12 Spring Orders - (with Action plans*)
23 March 2027	Year 12 Parents Evening (in person)
W/C 27 April 2027	Year 12 Summer exams (two weeks)
11 June 2027	Year 12 Summer Exam Orders and Indicative Predictions
2 July 2027	Year 12 into Year 13 Summer Learning set

** Students who have a significant concern for Progress will receive written action plans with targets to improve*

Mrs Ashby

Director of SEND and
Inclusion



SEND & INCLUSION

Within this team we support;

- Students who require support who have a special education need
- Students that classify as pupil premium/Bursary (this includes those on Free school meals and looked-after children or previously looked-after children)
- Students who struggle with emotional based school and lesson avoidance
- Young carers



SUPPORT

- All student that we have identified as having a SEND need are added to our SEND register so that staff can see who are the student in their class with SEND.
- Support varies from student to student and the provision depends of the level and presentation of need.
- Some students will have ‘individual support plans’ that are shared with teachers to ensure they have the necessary adaptations to support their learning.
- Provision and strategies are updated and reviewed to ensure that they are effective and relevant
- Staff are requested to flag any concerns or issues to the SEND and Inclusion team which is followed up and parents contacted.

EXAM ACCESS ARRANGEMENTS

- All exam access arrangements that were in place for GCSEs will be initially continued into Year 12, provided that we are aware of them. However, the JCQ regulations state that all access arrangements must be reviewed to ensure that they are still appropriate when students transition to the Sixth Form.
- The implementation of access arrangements can vary from school to school and new students and parents will be contacted individually by the SEND team.
- We are formally required to re-apply for Exam Arrangements for A-Levels and so we will gather evidence of continued need.
- A diagnosis does **not** mean that you automatically get access arrangements. There is still a school process to go through and any diagnosis forms part of that
- If your child had any exam arrangements in their last school and you have not alerted the school to this already or want to check please contact the SEND Team.
- All exam access arrangements have to be supported by strong classroom evidence and an application cannot be made without this.



PRIVATE ASSESSMENTS

If you are seeking a private assessment, please be aware that we require three weeks to complete any paperwork that may be required to support this assessment process.

If you are seeking an external diagnostic assessment for dyslexia or anything relating to cognition and learning, please contact us prior to any assessment so that the necessary paperwork can be completed. The JCQ states that the school cannot accept recommendations from private assessors without the school being notified prior the the assessment.



YOUNG CARERS

This year we are continuing working with external agencies to support our students.

One organisation we are working with are young carers. Young Carers is a fantastic organisation and provide support for many families.

If you have a child that lives in a home with a family member who has a condition class as a disability under the disabilities act you may be eligible for support. Please contact us so that we are aware and discuss this further with you.

We are running support groups within school but we also can refer directly to the organisation who have different tiers of support available.



GETTING IN TOUCH

If you are a parent of a new Year 12 student and have identified your child as SEND, a young carer, or in receipt of pupil premium, we are collating the information you have sent us and we will be in touch with you.

If you feel your child comes under any categories above you have not made us aware, please get in touch using the email address:

Sendco@swbgs.com





Mr Hussain, Director of Sixth Form

Introduction to the team

What is meant by super-curricular
work?

E & E sessions

Looking ahead to university
applications and post-18 options





**Mr Hussain, Asst Headteacher
Director of Sixth Form**



**Mrs Laughton, Assistant
Director of Sixth Form**

MEET THE SIXTH FORM TEAM



**Mrs Bull,
Student Support Officer**



**Mrs Furley,
Student Support
Officer**



**Mrs Fortnam,
Student Support
Officer**



**Mrs Murgatroyd,
Administrator**



**Mrs Clayton,
Administrator**



MEET THE TEAM



**Mrs Norris, Deputy Headteacher
Academic / Curriculum**



**Miss Holmes, Assistant Headteacher
Pastoral / Personal**



**Mrs Ashby
Director of SEND &
Inclusion**



**Mrs Wingrove
Careers Lead**

Plus Form Tutors



SCHOOL CAPTAINS



Aleeza
School Captain



Adam
School Captain



Maya
Vice School Captain



Mikey
Vice School Captain



Nik
Vice School Captain



HOW TO CONTACT US

Pastoral matters : KS5@swbgs.com

Academic matters : parents@swbgs.com

Reporting student absence : sixthformabsence@swbgs.com

Raising safeguarding concerns : safeguarding@swbgs.com

SEND matters : sendco@swbgs.com

Wellbeing support : help@swbgs.com



LEADERSHIP

A big part of life in Sixth Form is to develop leadership skills

- Subject mentors
- Taking on projects around the school
- Academic Society/Performing Arts Clubs Leadership
- Sports Leaders
- Representing the school at Open Events
- Running assemblies for lower school
- Modelling good behaviour and work ethic



ATTENDANCE

- As a school we believe every child has a right to a full time education.
- Good attendance is vital for academic progress and supports children's mental health and wellbeing
- We expect high attendance from our students - 90-100% attendance is an expectation and we monitor attendance to identify individuals in danger of dropping below this
- Sixth form students whose attendance drops below 85% are classified as persistent absentees - you will be contacted and there will be close monitoring
- We are aware that at times students have particular challenges and there is a close working relationship between attendance and the key stage teams
- Schools have specified holiday periods - Term-time holidays are never authorised

Our Attendance Policy can be seen on the school's website



PARENTS MUST

- Ensure students attend school regularly
- Inform the school of planned absences in advance
- Request Leave of Absence via form on the Website
- Known Medical appointments by email to sixthformabsence@swbgs.com
- Inform the school of unplanned absences by 8.30am on the first day of absence and each further day via telephone 01628 816545 or email sixthformabsence@swbgs.com
- Try to arrange appointments out of school time
- Arrange holidays out of term time



STUDENTS MUST...

- Arrive at school for 8.35am at the latest for registration at 8.40am
- Go to their tutor group promptly at 8.40am
- Sign in at reception (using Electronic Inventory system) if late
- Obtain an Exeat if leaving during the school day from the attendance officer
- Sign out when leaving during the day, and sign back in if returning
- Arrive to lessons/study periods on time, including supervised study periods
- Catch up work after a period absence
- 2 morning lates in a week = a lunchtime detention
- 3 morning lates in a week = after school detention



Everyone at Borlase has the right to a focused, positive learning environment

We listen carefully to the teacher and to one another
We treat one another with respect
We stay focused and work hard
We are smartly dressed and arrive on time, prepared to learn

ASPIRATION

ENTHUSIASM

INTEGRITY

RESPECT

KINDNESS

COURAGE

RESPONSIBILITY



Sixth form behaviour

- Be role models for younger year groups
- Uphold the school values
- Prepare for future working environments
- Uniform - abide by dress code
- Proper use of Technology
- Attendance at tutor time
- Be punctual

SETTING SIXTH FORM EXPECTATIONS



MOBILE PHONES

Sixth form may use their phones in their sixth form areas only.

Sixth Form should not use phones outside designated areas.

Watch this [Panorama programme](#) 'Can we live without our phones?' which highlights the effects on teenagers of excessive phone use.

After October Half Term regulations will come in :

- First phone use outside designated areas : confiscated for 3 days
- Second phone use : confiscated for 3 days



SETTING SIXTH FORM EXPECTATIONS

In the community

- Represent Borlase in the Marlow community and beyond
- Be polite and respectful at all times
- Be ambassadors for Borlase and Borlase values outside of school
- Understand that Borlase's reputation is also their reputation





Mrs Laughton

Asst. Director of Sixth Form



SPORT FOR ALL: We offer Games to all Y12 students on a Wednesday afternoon. This comprises either competitive squad training and fixtures, recreational sport or off-site sports throughout the year.

How you can help?

- Encourage your son or daughter to get active and stay active
- Opportunities to contribute through coaching or helping with younger students
- Help them to balance their extracurricular commitments with their academic commitments....along with their social commitments

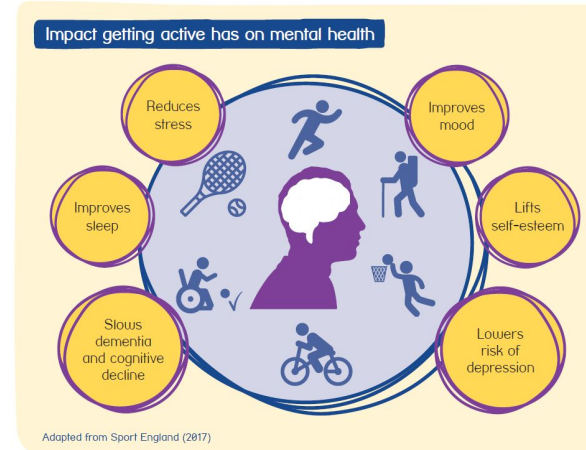
Get in contact if you think you can help

- Additional or alternative provision
- Transport or logistical help
- Sponsorship opportunities



Sport, Exercise and Physical Activity

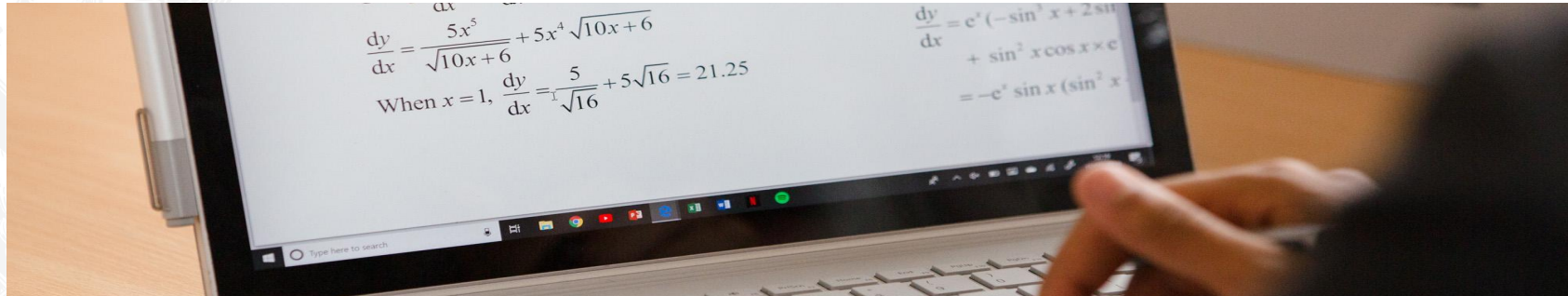
- Improved mood – Studies show that physical activity has a positive impact on our mood.
- Reduced stress – Being regularly active is shown to have a beneficial impact on alleviating stress.
- Better self-esteem – Physical activity has a big impact of our self-esteem, which is a key indicator of mental wellbeing.
- Depression and anxiety – Exercise has been described as a “wonder drug” in preventing and managing mental health.



What is Super-Curricular work?

University admissions tutors tell us that 3 A levels at good grades are the **basic** requirement for university entrance.

What they really want to hear about in pupils' personal statement is the **super-curricular**: extension work in the their chosen academic subject.



E & E sessions

- Study skills and the development of independent research and writing skills.
- Time to focus on the super-curricular
 - Extended Project Qualification
 - DiSE
 - MOOCs (massive open online courses)
 - Other extension work

Should water fluoridation be encouraged to help the dental health of the population?

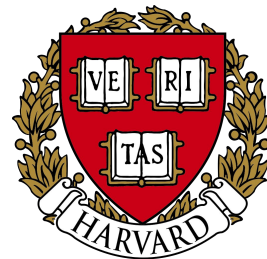
WW1 created a crisis in spirituality. Discuss, in relation to 'The Hollow Men' and 'The Sun Also Rises.'

What does the future hold for car design?



Looking ahead to university applications

- Recent destinations include:
 - Oxford, Cambridge and major US universities such as Yale, Harvard, Brown and Duke
 - UK Russell Group universities
 - Music and Dance conservatoires and top performing arts schools
 - Apprenticeships with blue-chip companies



Looking ahead to post-Borlase

- Students asked to complete form indicating plans for future
- **Futures Evening** for parents and students
Wed 20 January 2027: representatives from UCAS, Oxbridge and Higher Level Apprenticeships
- **Unifrog:** research and application tool for UCAS and apprenticeships
- **Masterclass Day: Wednesday 26 May 2027.** If you wish to become a speaker in 2027, please contact Karen Murgatroyd kmurgatroyd@swbgs.com



**Imperial College
London**



Something for everyone...

CO-CURRICULUM

- Our extensive co-curricular programme plays a key role in the culture and character of Borlase
- Huge number of clubs, societies, ensembles, activities & trips for students to be involved in every week, providing:
 - Opportunities for participation & success
 - Academic enrichment
 - Development of teamwork and **leadership** skills
 - Cross year-group collaboration
 - Enjoyment and pride in school life, including social opportunities
- Supports future pathways & careers
- Opportunity to shape school life e.g. as an 'Student Voice' Representative
- Some clubs take place before school, some at break/lunchtime, some after school
- Many clubs are led by students



House System & Competitions

Opportunities for all students to compete for their house across a range of disciplines e.g. Quizzes, Bake-off, Cross-Country

Performing Arts

Music, Dance, Drama & Technical Theatre clubs & ensembles (over 30); club leadership; regular performance opportunities both internal and external;
Senior Play (launched this week)

CO-CURRICULUM

Sports

Hockey, Football, Netball, Rugby, Athletics, Badminton, Volleyball, Basketball, Fitness; regular fixtures and outstanding facilities

Academic Societies

STEM e.g. Astrophysics Soc, Engineering Soc, F1 Soc, Architecture Soc
HELM e.g. Debating Soc, True Crime Soc, Film Soc, Ancient History Soc



TRIPS OVERVIEW



Trips Overview for website



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100%



View only

A1



	A	B	C	D	E	F	G
1							
2							
3	Trip Name	Date of Trip	Term	Year Group	Type	Curriculum/Purpose	Cost per Student
4	West Wittering	25/9/24	Autumn	11	Day	Geography	£35.00
5	Our Country	25/9/24	Autumn	12 13	Evening	Drama	£24.00
6	Goethe Institute Careers Roadshow	27/9/24	Autumn	9	Day	German	£15.00
7	Sky Up Academy Event	4/10/24	Autumn	11	Day	Careers	£16.00
8	Keats House	9/10/24	Autumn	13	Day	English	£13.00
9	French Exchange - Inbound	12-18/10/24	Autumn	10	Residential	French	£470.00
10	French Exchange - London	16/10/24	Autumn	10	Day	French	shown above
11	Washington - New York trip	18-26/10/24	Autumn	13	Residential	History, Politics, Economics	£2,850.00
12	Royal Albert Hall	5/11/24	Autumn	10 11 12 13	Evening	Music	£23.00
13	Coriolanus	7/11/24	Autumn	12 13	Evening	Drama / English	£38.00
14	BTEC Production Arts trip to Royal Opera House	11/11/24	Autumn	12 13	Day	Tech Theatre	Free of charge
15	Parliament Trip	11/11/24	Autumn	12	Day	Politics	Free of charge
16	ESU Debating	11/11/24	Autumn	13	Evening	English	Free of charge
17	GB Rowing Trials	15-16/11/24	Autumn	11 12	Residential	Rowing	£125.00
18	Biology in Action	15/11/24	Autumn	12	Day	Science	£28.00
19	Spanish BFI Trip	15/11/24	Autumn	12 13	Day	Spanish	£14.50
20	STEM Fest	19/11/24	Autumn	7	Day	Science	Free of charge
21	Christmas Carol Trip	22/11/24	Autumn	11	Day	English	£40.00
22	French BFI Trip	22/11/24	Autumn	12 13	Day	French	£15.60
23	US Politics Conference	22/11/24	Autumn	12 13	Day	Politics	£25.00
24	French Exchange to Marly-le-Roi	23-29/11/24	Autumn	10	Residential	French	shown above
25	German Exchange - inbound	23-30/11/24	Autumn	10	Residential	German	£680.00



2024/2025

2025/2026

Year 7

Year 8

Year 9

Year 10

Year 11

Year 12

Year 13

Inspire
Empower
Shape The Future

Gold DofE at Borlase

- Open to all Y12 students
- No need to have done any previous DofE levels
- Letter has been shared with all Y12 parents via Headteacher's letter
- Launch meeting online: Tuesday 15 September at 6.30pm - link is in the letter



Work experience

- Valuable part of Sixth Form Experience
- Employers and universities look for skills and experience
- Can help gain entry into a specific career
- Compulsory part of the curriculum
- Must be recorded on Unifrog
- Must be undertaken **before** the start of Y13 - up to three days unless more is required for next steps (e.g. Veterinary Medicine)
- Ideally, the three days should be taken outside of term time but a leave of absence is required if during term time.



CO-CURRICULUM

“The impressive extra-curricular programme allows pupils to enrich their learning outside the classroom but also to develop and discover interests and talents”

“One sixth-form student reflected on being inspired by ‘walking in the footsteps of poets’ while on a trip to Venice”

“It is a school where you can be who you want to be”



SIXTH FORM BURSARY

Sixth Form Bursaries are financial support for students for educational related expenses. The bursary is money that you, or the school, can use to pay for things like:

- Clothing, books, devices and other equipment for your course
- Transport, educational visits or items needed for your course

Eligibility for Full Bursary:

- You are in, or you recently left local authority care
- You get Income Support or Universal Credit because you're financially supporting yourself
- You get Disability Living Allowance (DLA) in your name and either Employment and Support Allowance (ESA) or Universal Credit
- You get Personal Independence Payment (PIP) in your name and either ESA or Universal Credit

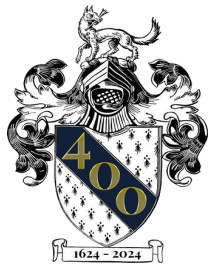
If you do not qualify for the full bursary but your household income is less than £25,500 then you can apply for a discretionary bursary.

Check [this page](#) on our school website for other bursaries (vulnerable student & discretionary)

Ms Harper

Designated Safeguarding Lead, Mental
Health Lead & Service Child
Coordinator





safeguarding@swbgs.com



SJ Rigg

Rachael
Holmes

Kirsty
Ashby

**Karen
Harper
DSL**

Linda
Fortnam

Ed
Goodall



Safeguarding Newsletter Summer 2 2024

SIR WILLIAM BORLASE'S
GRAMMAR SCHOOL



Welcome

Welcome to the Summer 2 edition of the Borlase safeguarding newsletter. We hope that you find this information useful. If you would like to speak about this or any other concerns please use the email address below.

River Safety

During the summer accidental drowning fatalities increase. One hundred children aged under 18 accidentally lost their lives to drowning in the UK in the last five years (WID 2017-2021). Recently two boys from Newcastle found themselves in difficulty in a river at Ovingham. One boy died at the scene and the other boy sadly died later in hospital.

- Talk to your child about the dangers of swimming in the river
- Talk to them about what to do if they were to fall in or one of their friends does
- Remind them about cold water shock and what to do if this happens
- Follow the water safety code



Recently a BBC article reported Bangor University analysis found high levels of norovirus and E. coli in water taken near the border between Berkshire and Buckinghamshire. You can read the report in full by clicking on the BBC website below.



safeguarding@swbgs.com



Inspire
Empower
Shape The Future

SAFEGUARDING NEWSLETTER

Please look out for the safeguarding newsletter every half term.
Our email is safeguarding@swbgs.com

Safeguarding top tips...

- **Mental Health** - notice changes and seek support early, it is likely we have experience with whatever difficulties arise
- **Unhealthy teenage relationships** - romantic and friendships (controlling and coercive behaviours)
- **Parties/festivals** - Some of our safeguarding concerns come from decisions made whilst intoxicated at parties. Please be aware that supplying alcohol to children underage is against the law and could involve the police and social care
- **Sextortion** - Teenagers being exploited online, sending nudes and then being blackmailed. This has happened to students here and the parents said to me “I wish I checked more what they were doing online and had more conversations about it with them”
- **Change of language (problematic)** - Listen out for a change in language that your child uses (could be a shift into racist, homophobic or misogynistic language)



What is an Eating Disorder and Disordered Eating?



The term “Disordered Eating” refers to the spectrum of problematic behaviours and distorted attitudes that surround a person’s relationship with food. Disordered Eating patterns can vary in severity but do not meet the frequency, duration and/or psychological criteria to be classified as an Eating Disorder.

Not all disordered eating develops into a diagnosed Eating Disorder but it is important for individuals suffering from either category to receive appropriate support and guidance. Early intervention is proven to improve treatment outcomes.



Who can experience an Eating Disorder / Disordered Eating?

There are lots of stereotypes around who can experience both Eating Disorders and Disordered Eating but both can be experienced by anyone of any age, gender, ethnicity or background.

While it is difficult to assess accurate prevalence for Disordered Eating due to its nature as a spectrum - Eating Disorders are estimated to affect approximately 1.25 million people in the UK.

During the adolescent years, young people are thought to be at greater risk from experiencing disordered eating behaviours due to social pressures and hormonal changes.

Other groups often recorded as at a higher-risk are athletes, members of the LGBTQ+ community and individuals suffering from other mental health conditions.

Research demonstrates a strong, significant link between neurodivergence and eating disorders. Studies show a high co-occurrence between neurodevelopmental conditions—specifically autism and ADHD. More information on this can [be found here](#)



What types of eating disorders are there?

Anorexia nervosa (often called anorexia)

trying to control your weight by not eating enough food, exercising too much, or doing both

Bulimia

losing control over how much you eat and then taking drastic action to not put on weight

Binge eating disorder (BED)

eating large portions of food until you feel uncomfortably full

T1ED (type 1 eating disorder)

Type 1 disordered eating is an eating disorder in a person with type 1 diabetes. This can be when someone restricts the amount of insulin they take on purpose to lose weight or stop gaining weight, known as insulin omission, or are experiencing another form of disordered eating, like bulimia or anorexia, alongside their type 1



What types of eating disorders are there?

Other specified feeding or eating disorder (OSFED)

A person may have an OSFED if their symptoms do not exactly fit the expected symptoms for any specific eating disorders. OSFED is the most common eating disorder.

Avoidant/restrictive food intake disorder (ARFID)

ARFID is when someone avoids certain foods, limits how much they eat or does both. Beliefs about weight or body shape are not reasons why people develop ARFID. Possible reasons for ARFID include:

- negative feelings over the smell, taste or texture of certain foods
- a response to a past experience with food that was upsetting, for example, choking or being sick after eating something
- not feeling hungry or just a lack of interest in eating
- ARFID can be linked to people with autism



What are the signs of an Eating Disorder / Disordered Eating?

- Preoccupation with and/or secretive behaviour around food
- Suddenly becoming interested in preparing/cooking food
- Calorie counting and controlling certain food groups
- Self-consciousness when eating in front of others
- Low self-esteem
- Irritability and mood swings
- Tiredness and difficulties concentrating
- Feeling cold most of the time
- Excessive exercise

- Social withdrawal
- Feelings of shame, guilt, and anxiety
- Worries about weight and shape
- Yellowing skin colour
- Hair on face increasing and looking downy known as Lanugo
- A tendency towards perfectionism
- Wearing baggy clothes (even in warm conditions)
- Going to the toilet after eating, red knuckles and red face
- Significant change in body shape



It is common to believe that you can always “see” evidence of disordered eating behaviour. It is important to remember that ED's and DE can affect everyone differently and do not always lead to noticeable physical changes such as weight loss.

Available support for EDs/DE

- Eating Disorders and Disordered Eating often thrive on secrecy but it is important that those suffering receive the correct care and support as early as possible.
- You are welcome to come and speak to a member of the pastoral team
- For further information and support on EDs/DE: [The UK's Eating Disorder Charity - Beat](#)





**School Counsellor,
Mrs Bownass**

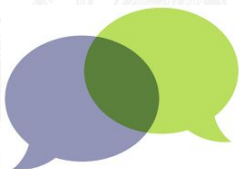


Mental Health



Based at School

Number 22 Counselling
(Based at School)



SCHOOL AND EXTERNAL SUPPORT

The School is able to signpost parents to a range of external support available in the community to support the needs of students. [Follow this link to our website which has more information.](#)



TO CONCLUDE...

Bridget Phillipson: parents must do more about bad behaviour and attendance in schools

'£150 for school uniform is money I don't really have'

Schools to face a £630 million cut in funding next year

Why new teachers must look after their wellbeing

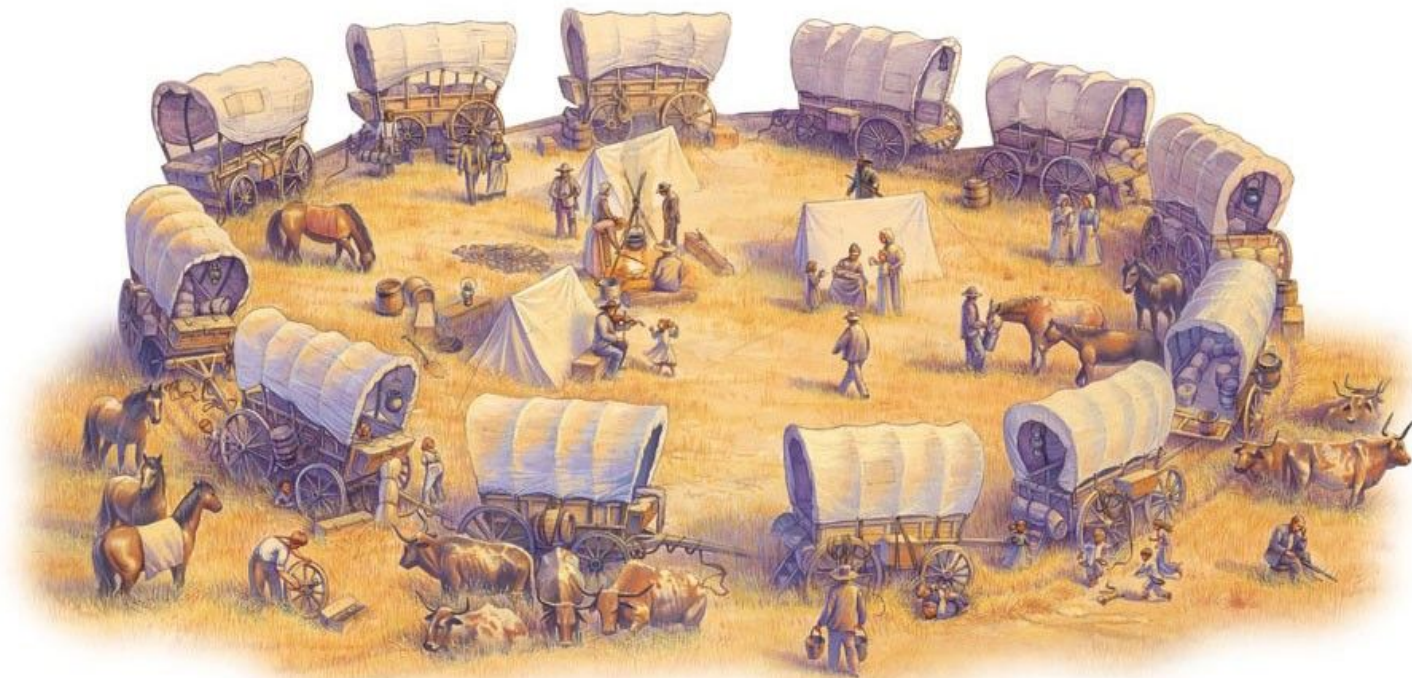
Teachers fear looking like 'cheats' by using AI



Are girls being left behind in school? Experts are sounding the alarm



TO CONCLUDE...



*Inspire
Empower
Shape The Future*

CORE OFFER

What the government expects



All subjects required by the National Curriculum



Every subject continued to Sixth Form



Tutoring



Assemblies



First Aid care



WE DELIVER THE CORE,
with consistency and care.

SUPPLEMENTARY OFFER

What we invest in to go further



Enhanced pastoral care



Enhanced support for students with SEND



Academic breadth

Further subjects at GCSE: 3 Languages, Additional Maths, Further Maths, Dance, Drama, Music.
More at A Level: Psychology, Business, Economics, and the BTEC in Production Arts.



Hockey and Rowing programmes



A guided reading programme



Author visits



Going beyond the curriculum

In the Sciences and in Languages: practicals and specialist speaking lessons.



Careers guidance

With lectures, group and 1:1 meetings, and Masterclass events.



UCAS and Oxbridge support



LNAT and UCAT training



WE INVEST FUNDING AND EXPERTISE
to broaden horizons and raise aspirations.

DISCRETIONARY OFFER

What our staff give beyond the timetable



Clubs and Societies



Chess every lunchtime



Educational Visits



House competitions



Rehearsals



Dance troupes



Debating



Poetry by Heart



Shakespeare by Heart



Music, Dance and Drama performances



Hundreds of fixtures against different schools in countless different sports



Rubik's Cube Club



Model Plane Club



Sports Day



Pride Week



Iftar event



Duke of Edinburgh Bronze, Silver and Gold awards



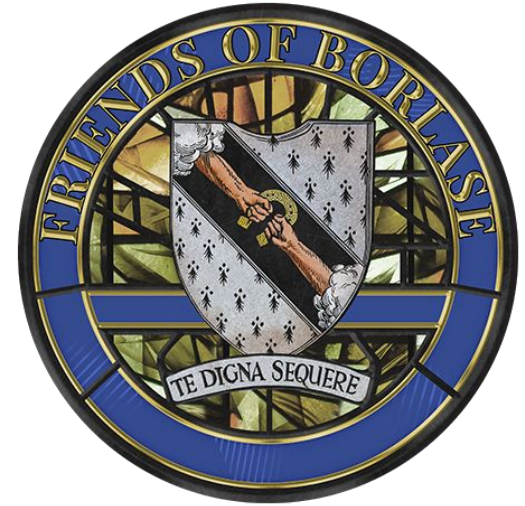
WE GIVE OUR TIME, PASSION AND CREATIVITY
to unlock potential and build character.



HOW CAN YOU HELP?

Friends of Borlase

friendsofborlase@gmail.com



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HOW CAN YOU HELP?

Parent fora, coordinated by Miss Holmes

- Meetings once a term, 3 weeks before the end of the term
- Past subjects have been Orders, data, homework, trips, mental health, and mobile phones. All discussions have directly contributed to meaningful changes and improvements.



HOW CAN YOU HELP?

Read the Friday Letter.

Trust Us. Let us know if you're concerned but please, keep it short.

Say thank you.

Support the school through:

- **Work with the Friends of Borlase**
- **A lecture, Masterclass or offer of work experience**
- **A financial contribution**



In Year 12, **Here & Now** supports:

- ✓ Enhanced pastoral care with School counsellors and fantastic SSOs
- ✓ Minibuses for sports fixtures and local visits
- ✓ Sports coaching
- ✓ Careers education
- ✓ Foreign Language Assistants
- ✓ Science technicians so we can do far more than just the *required* practicals
- ✓ Theatre Technicians delivering BTEC course and supporting the incredible productions

HOW CAN YOU HELP?

HERE & NOW
ANNUAL FUND

Click the graphic above to find out more.



BEYOND 400...



*Inspire
Empower
Shape The Future*

Our fundraising target for this year is £200,000.

Could you please buy us a coffee?

£5 a month £60,000

£5 a week £260,000

HOW CAN YOU HELP?



*Inspire
Empower
Shape The Future*

TO CONCLUDE...

“... Sixth-form students are extremely mindful of their potential legacy. Consequently, they are excellent role models and take seriously their custodianship of the school's culture for younger year groups.”

Ofsted, May 2024

Great sense of community
- everyone is lovely and is proud to be here

I have made more friends here in 6 days than I did at my old school in 5 years.

It's nice to be with people who really want to learn.

There are so many opportunities and societies; people were already at a hockey tournament!

I'm not very good at saying inspirational things.

Amazing! It really is! The teachers are so passionate and there are so many things to get involved with.

I've had a lot of frees which is pretty good - I guess I'll have to work in them in time.

