

**Many visitors, employers and parents often comment that you can recognise a Brymore boy. We take pride in working with and developing the person as a whole by encouraging our own three ‘R’s –Responsibility, Resourcefulness and Resilience. So we do believe it is possible to recognise a Brymore boy because:**

* He is self - confident and takes pride in his appearance
* He is responsible and can appreciate the significance for himself and for others of his own actions
* He is resilient and can deal adequately with challenges and disappointment
* He is resourceful and can perform a range of tasks without direct supervision
* He upholds our ethos – **Diligentia et labore-** and is not afraid of hard work
* He can greet strangers in a welcoming manner
* He opens doors for others
* He is fit and healthy and recognises the value of exercise for both body and mind
* He shows awareness of the world beyond his own
* He is open and honest
* He holds strong opinions but listens to others
* He volunteers and is happy to help
* He develops a range of skills that will serve him throughout life

**Mapping Spiritual, Moral, Social and Cultural Development (including British values) at Brymore, and opportunities for leadership and taking responsibility**

| **Spiritual** | **Whole school** | **Key stage 3** | **Key stage 4** |
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| * Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in, and respect for, different people’s faiths, feelings and values * Sense of enjoyment and fascination in learning about themselves, others and the world around them * Use of imagination and creativity in their learning * Willingness to reflect on their experiences | * The message (Christian reflection group) * Daily assembly with hymn * Weekly assembly with Reverend Alison * Harvest festival (local church) * Christmas carol concert (local church) * Remembrance service (local church) * Commemoration of Armistice Day * Mentoring – reflection and target setting * Weekend activity to Glastonbury Tor | **PSHRE**   * The importance of belonging through six world faiths * Creation Myths: the beginnings of faith * Influences over moral behaviour * Leaders/founders/civil rights leaders Jesus/ Muhammad/ Guru Nanak * Why they became figures of influence and what difference did they make? * Rules and regulations: How do we decide what is right? * Moral codes/ethical guidelines. Why do we have them? How are they formed? (Christianity and 2 other religions)   **Design and Technology**   * Design History – Research of major design styles/periods.   **Science**   * The big bang theory, natural selection, evolution, the origin of the universe * Ethical issues of cloning, genetic engineering, stem cell research, organ transplants and reproduction. * Atoms and how the interact to make substances   **Geography**   * The origin of the earth   **Mathematics**   * Self-discovery of Pi by practical investigation; leading to the history, the development and use of the ratio between the circumference and diameter of a circle * Investigation and history of Pythagoras’ Theorem   **History**   * Reflective learning encouraged through the use of peer and self- assessment. * Lessons aim to encourage pupils to view the world around them with interest, respect and tolerance for others’ views. * ‘Day in the life’, diary writing, role plays, and activities that lead students to view events from others’ perspectives help to foster the development of empathy.     **English**   * Use of reading journals   **Art**   * Studying artists with spiritual or religious theme, issues raised by artists which concerns ethical issues, such as War painting. * Art lessons develop children’s aesthetic appreciation; * In turn, Art evokes feelings of ‘awe’ and ‘wonder’ * Giving students the chance to reflect on nature, their environment and surroundings | **Science**   * The role of science in the theory of evolution and adaptations * The awe and wonder of the solar system   **Geography**   * The ethical issues surrounding tourism and how it affects different cultures and communities including sustainability * The power of the natural world (volcanoes, earthquakes)   **History**   * Learning about other cultures in an open minded fashion encourages tolerance, interest and respect for others’ views. E.g. Native American values that may challenge their own ideas. * Different aspects of Christianity explored during Elizabethan rule module, and Crime and Punishment. Conflict between Protestantism and Catholicism. * Students led to become reflective learners through Triple Impact Marking time.   **PE/Games**   * The importance of exercise, fitness and diet for their own health * Completing a personal exercise plan   **Maths**   * The use and expression of large and small numbers across disciplines   **Art**   * The ability to express themselves through art, developing their own style * Studying artists with spiritual or religious theme, issues raised by artists which concerns ethical issues, such as War painting. * Art lessons develop children’s aesthetic appreciation; * In turn, Art evokes feelings of ‘awe’ and ‘wonder’ * Giving students the chance to reflect on nature, their environment and surroundings |

| **Moral** | **Whole school** | **Key stage 3** | **Key stage 4** |
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| * Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England * Understanding of the consequences of their behaviour and actions * Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issue | **Visiting groups/speakers**   * Royal marines challenge day * Royal Navy challenge/healthy eating day * Young farmers club including: * Falconry * Police dog handling * Air ambulance * Lamping * Gun safety * Somerset YFC * Paramedic * Local police * Stock judging * Road safety talk * Goals and opportunities evening (visiting colleges/employers) * PCSO visit – consequences of crime * BASC – forestry management/looking after the countryside * Support for farmers at Moorland * House Improvement Team – raising money for charity and their own community * Readathon/comic relief/children in need – charity fund raising * Weekly debating club led by students | **PSHRE**   * The importance of belonging through six world faiths * Creation Myths: the beginnings of faith * Influences over moral behaviour * Leaders/founders/civil rights leaders Jesus/ Muhammad/ Guru Nanak * Why they became figures of influence and what difference did they make? * Rules and regulations: How do we decide what is right? * Moral codes/ethical guidelines. Why do we have them? How are they formed? (Christianity and 2 other religions) * Are you virtually safe? * Bullying: what is it and how to prevent it?   **Agriculture**   * Large scale versus small scale farming/intensive/battery versus free range   **Horticulture**   * The role of fertiliser, compost making and peat in the environment   **Forest School**   * The moral and ethical reasons behind growing and cooking your own food   **ICT**   * Awareness of legal and moral issues of phishing, viruses, cyber bullying, identity theft   **Science**   * Ethical issues of cloning, genetic engineering, stem cell research, organ transplants * Damage caused by the greenhouse effect, eutrophication – difficulties of prevention * Need for renewable energy, recycling and energy efficiency, metal extraction vs recycling, crude oil use and the dangers of continued use * Renewable energies and the moral reasons for pushing for greater use   **English**   * Personal prejudice through ‘Much Ado About Nothing’ * Tolerance through ‘Romeo and Juliet’ * Writing styles and how they change for different audiences   **Geography**   * Human use and effects on the landscape (adventure landscapes, tourism, urban development, globalisation, sustainability) * Study of other cultures (Middle East, Africa, Asia and Russia) * Impact of tourism on cultures around the world * Globalisation and the impact of different cultures and people * Sustainable development and working together   **History**   * Learning how to present a reasoned, logical argument in writing. * Learning how to have discussions in an appropriate fashion. * How have humans acted in the past? * Ask questions about the morality of such actions and how they are situated within the morals of society. For example: * Hiroshima and Nagasaki * Holocaust * Battle of the Somme * Medieval Crime and Punishment * Guy Fawkes   **Art**   * Studying artists with spiritual or religious theme, issues raised by artists which concerns ethical issues, such as War painting. | **Geography**   * The ethical issues surrounding tourism and how it affects different cultures and communities including sustainability * The impact of globalisation * Sustainable development * Challenge of feeding a rising population * The human effects of flooding and flood control   **History**   * Crime and Punishment 1000-present focuses on the attitudes, law enforcement and punishment of moral issues throughout the last 100 years. * Explores changing morals throughout history e.g. what ‘new’ morals do we have now? * Ethical issues such as capital punishment, conscientious objectors, and public punishments. * Moral implications of settling American West – destruction of Native American culture associated with reservation system. Analysis of contemporary language used to describe indigenous cultures.   **PE/Games**   * The importance of exercise, fitness and diet for their own health * Completing a personal exercise plan * The moral issues of drug use in sport * Society pressures that can lead to anorexia, weight concerns, body image problems   **Horticulture**   * The effects of pesticides, disease and pest control on the environment   **ICT**   * The importance of data protection and keeping safe online * Understanding legal, ethical, safety and security issues when using ICT   **Science**   * The moral and ethical issues of pollution, fossils fuels, obtaining natural resources, energy production, the changing environment and the nuclear debate   **PSHRE**   * Health and safety in the work place * Road safety   **Agriculture**   * Intensive/battery farming versus free range   **Business Studies**  Is it right to use child labour in the developing world to keep production costs down?  Discrimination in the work place. Gender inequality, racial discrimination, and ageism. The role of the unions in protecting workers rights. |

| **Social** | **Whole school** | **Key stage 3** | **Key stage 4** |
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| * Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds * Willingness to participate in a variety of community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively * Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs | **Social and community cohesion is supported by:**   * Open day (2500 visitors) * Christmas carol concert (all parents) * Harvest festival (all parents) * Cross country (all parents – soup/food provided) * Sports day (all parents – refreshments * provided) * Swimming gala (all parents – refreshments provided) * Presentation afternoon (all parents invited – refreshments available) * Leavers service (Year 11/12 parents invited – refreshments available) * Prospective Year 9 induction ploughman’s – new parents invited * Induction hog roast – year 7 parents invited * Rugby sevens – all parents invited/refreshments available * All sporting fixtures – parents informed * Parents chads hill run – all parents invited * English/maths focus days – all year 11 parents invited * SMILES for Christmas – working with the community * Cannington in bloom – working with the community * Field to fork campaign (2500 signatures) * Volunteering at Junction 24 auctions   **Social development enhanced by:**   * Sport * Rugby * Cricket * Hockey * Athletics * Cross-country * Football * Tennis * Rowing * Swimming * Triathlon * Soft ball * Fitness training * Weights * Circuits * Arts and craft group * Boarding House DVD nights * Karate * Lego club * Dodgeball * Weekend external trips * Volleyball * Uni-hoc * Chads * Golf * Outdoor education * Fishing (pond, course, river, sea) * Duke of Edinburgh * Shooting * Hill walking * Paint balling * Dry slope skiing * Climbing * Mountain biking * Quantock challenge * Archery * Canyoning * Coasteering * Sea Kayaking * Bonfire night and fireworks * House Improvement team and money raised for the school community   **Democracy**  Is demonstrated by:   * School council elections * Working of the school council * SSLT selection * House Improvement team   **Activities**   * Regular community litter pick * Boarding House charities with events to raise money throughout the year * Helping at Blackmore by Candlelight * Cultural evenings to teach about different faiths, religions and cultures (Diwali, Day of the Dead, St Patrick’s Day, Commonwealth Day, Songkran Festival * Mackerel fishing | **PSHRE**   * The importance of belonging through six world faiths * Creation Myths: the beginnings of faith * Influences over moral behaviour * Leaders/founders/civil rights leaders Jesus/ Muhammad/ Guru Nanak * Why they became figures of influence and what difference did they make? * Rules and regulations: How do we decide what is right? * Moral codes/ethical guidelines. Why do we have them? How are they formed? (Christianity and 2 other religions) * Are you virtually safe? * Bullying: what is it and how to prevent it?   **ICT**   * Awareness of legal and moral issues of phishing, viruses, cyber bullying, identity theft   **Science**   * The importance of scientific study, sharing results and working in groups   **Geography**   * Study of other cultures (Middle East, Africa, Asia and Russia) * Impact of tourism on cultures around the world * Globalisation and the impact of different cultures and people * Sustainable development and working together   **History**   * Topics and discussions that focus on how groups and communities organised themselves in the past. * Exploring the concepts of ‘culture’, ‘civilisation’ and ‘community’. * Exploring the idea of control and organisation of society in the past. * Some examples: * Punishment in the Middle Ages. * The death penalty and changing attitudes. * Middle ages – the changing nature of leadership and power   **Drama**   * Understand the importance and use of silence/pause * Begin to explore ideas and feelings sensitively * Respond to the work of others * Begin to formulate methods of self-evaluation * Work imaginatively alone. In pairs, in groups and as a whole class * Work confidently and constructively on own or as part of a group   **PE/Games**   * The importance of leadership (leading warm –ups/practices)   **Forest School**   * Teamwork through den building, making hurdle fences and setting up base camp | **English**   * Of Mice and Men – political, racial, cultural and social situation in American West during the 1930’s * Macbeth – themes of ambition and relationship between Kingship and Tyranny * Learn how the MEDIA works: look at examples of modern day influences of media on society * Study of Blood Brothers – class divide and nature versus nurture   **ICT**   * The importance of data protection and keeping safe online * Understanding legal, ethical, safety and security issues when using ICT   **Engineering**   * The role of employer/employee and employment law   **Agriculture**   * The role of the employer in health and safety and their own responsibilities (PPE etc.)   **Design and Technology**   * Design classics and how they have influenced society   **Science**   * The moral and ethical issues of pollution, fossils fuels, obtaining natural resources, energy production, the changing environment and the nuclear debate, genetic diversity in reproduction, cloning debate and stem cell research   **Geography**   * The ethical issues surrounding tourism and how it affects different cultures and communities including sustainability * The impact of globalisation * Sustainable development * Challenge of feeding a rising population   **History**   * The changing nature of crime and punishment as societies values change and develop * The Russian Revolution as an example of social upheaval * Communism/Capitalism as concepts and ideologies * Gender inequalities- Reign of Elizabeth I * Social issues associated with the establishment of a new society in the American West. * Destruction of Native American way of life.   **PE/Games**   * Jobs within the fitness industry including volunteers, coaches. * The importance of team work/working together * The moral issues of drug use in sport * Society pressures that can lead to anorexia, weight concerns, body image problems   **Horticulture**   * The effects of pesticides, disease and pest control on the environment * Organic versus inorganic horticulture   **PSHRE**   * Health and safety in the work place * Road safety |

| **Cultural** | **Whole school** | **Key stage 3** | **Key stage 4** |
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| * Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others * Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain * Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain * Willingness to participate in and respond positively to artistic, sporting and cultural opportunities * Interest in exploring, improving understanding of, and showing respect for, different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities | * Theatre trips * Author visits * Book club * Story telling (visits) * Music tuition (drums, guitar, piano) * Digital photography * Art club * Year 7 book night * Daily newspapers available in the LRC and boarding houses * News feed on display screens (daily) * Sunday newspapers and ‘coffee morning’ * 15 minutes independent reading 5 nights per week * Word of the week * Thought for the day * Weekly personal safeguarding sessions * Public presentation (speaking) * Word of the week * YFC poetry/story telling competition * Designing the school Christmas card * Themes dinner nights (Chinese, Caribbean, American, Indian, Italian)   **Trips/visits**   * Ski trip (Austria) * London trip * Blood Brothers * Rugby sevens/premiership * Shopping trips * Beach visits * County cricket matches * Team growers (strawberry farm) * Yeo Valley * Burnham Life boat station * Farm visits * Agricultural shows – Bath and West, Royal Cornwall, Devon County * Eden project * GTH SW Winter Fayre at Junction 24 * Rare Breeds Show Junction 24 | **PSHRE**   * The importance of belonging through six world faiths * Creation Myths: the beginnings of faith * Influences over moral behaviour * Leaders/founders/civil rights leaders Jesus/ Muhammad/ Guru Nanak * Why they became figures of influence and what difference did they make? * Rules and regulations: How do we decide what is right? * Moral codes/ethical guidelines. Why do we have them? How are they formed? (Christianity and 2 other religions) * Are you virtually safe? * Bullying: what is it and how to prevent it?   **ICT**   * Awareness of legal and moral issues of phishing, viruses, cyber bullying, identity theft   **English**   * Poetry – Identity in Year 7, romantic in Year 8 and monologues in Year 9   **Geography**   * Study of other cultures (Middle East, Africa, Asia and Russia) * Impact of tourism on cultures around the world * Globalisation and the impact of different cultures and people   **History**   * One of the aims of History Club is to educate pupils on cultures of the world * Encouragement of pupils to view world through different lens * Awareness of own culture as social construct leading to tolerance and interest in cultures of the world * Diversity in history is a new skill development area with the ‘life after levels’ method of assessment. * Diversity in class experiences throughout history from the Middle Ages- through to the Twentieth Century. * Diversity in experiences between men and women in different events, especially WW1 and during the settling of the west. * Diversity in religion during and after the Norman Conquest.   **Music**   * Music from around the world | **English**   * Learn how the MEDIA works: signifier, denotation, connotation * Of Mice and Men – political, racial, cultural and social situation in American West during the 1930’s * Macbeth – themes of ambition and relationship between Kingship and Tyranny * The study of a range of poems * Study of Blood Brothers – class divide and nature versus nurture   **Design and Technology**   * Design classics and how they have influenced society   **Geography**   * The ethical issues surrounding tourism and how it affects different cultures and communities including sustainability * The impact of globalisation * Sustainable development * Challenge of feeding a rising population   **History**   * Cultural imperialism of Europe in Nineteenth Century America. * Perceived cultural superiority during the rise of empires. * Destruction and manipulation of cultures throughout history. * Cultural diffusion throughout time, specifically of the British Empire, settling of America, spread of communism. * Diversity in political beliefs in Russia in 1917 * Cultural impact of the Russian Revolution, driven by propaganda, Red Terror and the Cult of Stalin.   **Science**   * Genetic diseases and the effect of race (Sickle cell anaemia in black Africans versus Europeans) * Role of scientists from other countries involved in scientific research to further knowledge   **Business Studies**  Work place cultures. McGregors X and Y managers. Autocratic or democratic work places. |

**Vertical Tutoring/Assembly Themes 2017/18**

The vertical tutoring and assembly programme has been designed to support the Social, Moral, Spiritual and Cultural development of the boys as well as gaining an understanding of British Values. The focus for the beginning of the academic year is to develop the relationship between the boys within tutor groups; this means that there will be a number of discussion activities and team building.

Throughout the year the programme will be added to and adjusted in response to the happiness checks of the boys and the feedback from the pastoral staff meetings.

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| **Week** | **Vertical tutoring theme** | **SMSC** | **Assembly theme** | **SMSC** | **Key Events** |
| 1 | Induction | Social | Building our future | Social | Induction week - working together |
| 2 | Classroom behaviour | Social/Moral | Responsible: You are responsible for what happens to you…. | Moral |  |
| 3 | What makes a great leader (Leadership) | Social | ‘It's nice to be important, but it's more important to be nice’ – practising kindness | Moral |  |
| 4 | Ninja Numeracy |  | Resourceful: THINK for yourself. Have the courage to be independent. | Social |  |
| 5 | Anti-bullying and relationship conflict | Social  Moral  Spiritual | Resilient: Positive thinking- Make the most of what you have | Social |  |
| 6 | Ninja Numeracy |  | Harvest Festival: Poverty affects us all – how can we help? | Spiritual | Harvest festival and cross country - individual reflection and team work |
| 7 | Anti-bullying | Social  Moral  Spiritual | Working Together | Cultural |  |
| 8 | Healthy minds and the headspace app | Spiritual | Responsible: Freedom is never free. -Author Unknown | Cultural | Remembrance service - time for reflection |
| 9 | Numeracy and Literacy booklets |  | ANTI-BULLYING WEEK  Toughness is not being a bully. It’s having a backbone. | Moral |  |
| 10 | Team building (Inter tutor group competition) | Social | RESPONSIBLE, RESILIENT, RESOURCEFUL | Social |  |
| 11 | Numeracy Ninja and Literacy booklets |  | Respect Difference. (Ignorance is not an excuse.) | Cultural |  |
| 12 | Christmas party and making Christmas Baubles (alternative arrangements for other faiths) | Social  Cultural  Spiritual | Resourceful: Getting ready for Christmas – beyond the presents… | Spiritual | Smiles for Christmas - helping the local community.  Christmas carol concert - the true meaning of Christmas |
| 13 | Numeracy Ninja and Literacy booklets |  | Fresh start – make it happen! | Moral |  |
| 14 | E Safety | Social  CulturalMoral | Chinese New Year: The Sheep (18th Feb)  “To my mind, the life of a lamb is no less precious than that of a human being.”  ― [Mahatma Gandhi](http://www.goodreads.com/author/show/5810891.Mahatma_Gandhi) | Cultural |  |
| 15 | Show Racism the Red Card | Moral | Responsible: Life without prejudice… (Martin Luther King Day) | Cultural |  |
| 16 | Stand up to Homophobia | Moral | Resilient: ‘Learning the lessons of the past’  Holocaust Memorial Week | Moral |  |
| 17 | Lateral thinking | Social | ‘Tell me a story’… National Storytelling Week (Literacy) | Cultural |  |
| 18 | National Science Week | Cultural | Resourceful: Fair Trade Fortnight | Cultural |  |
| 19 | Discrimination | Moral | Resilient: “Courage is like a muscle. We strengthen it with use.” Ruth Gordon – International Women’s Day (Sun 8th March) | Moral |  |
| 20 | Discrimination | Moral | Resourceful: ‘Our attitude towards life determines life’s attitude towards us’ | Social |  |
| 21 | Can we learn from Buddhism? | Spiritual | ‘Celebrating Science’  National Science and Engineering Week | Moral |  |
| 22 | Kindness and acts of kindness | Moral  Social | Responsible:  Get active! Healthy body, healthy mind… | Moral | Parents chads run/parents raising achievement session - community involvement |
| 23 | Taking time to care for our minds and the head space app. | Spiritual | Resilient:  Diligentia et labore: why we work hard now | Moral |  |
| 24 | Peer pressure | Social | Responsible:  Leadership – The future of Senior Student Leadership at Brymore | Social |  |
| 25 | Emotion coaching | Social  Moral | ‘No man is an Island’  Europe Day 5th May | Moral |  |
| 26 | Numeracy Ninja and Literacy booklets |  | What’s your impact on the world?  Christian Aid Week  Foster Care Fortnight | Cultural |  |
| 27 | IQ, is it really the only recipe for success | Moral | Resourceful:  Be better than you think you are.  ‘It always seems impossible til it’s done’ Nelson Mandela | Social | Sports day and leavers service - celebrating success |
| 28 | Numeracy Ninja and Literacy booklets |  | Responsible:  Leadership – follow up | Social |  |
| 29 | Building your creative confidence | Social | You are what you eat.  (Food Safety Week | Moral |  |
| 30 | Mindfulness | Spiritual | ‘The World Outside My Window’ | Cultural |  |
| 31 | Whole school tutor group rounder’s competition | Social | Resilient:  Challenge | Social | Open day - working with the local community |
| 32 | Have your say, tutorial planning for 2017/2018 | Social  Cultural | Resourceful:  Think globally, act locally | Cultural | Work experience/Induction week |
| 33 | Make the most of the summer… | Social | Make the most of summer… | Social | Activity week, swimming gala and presentation of awards |

# Student Leadership/Responsibility

Developing responsibility is a key element of the ethos of Brymore and the SMSC development of the boys which is reflected in the opportunities for student leadership and responsibility. These include:

| **Activity/Position** | **Responsibility** |
| --- | --- |
| General expectations | Boys are expected to wash down their tables after each meal, make their own beds and keep their area tidy, ensure their clothes are laundered, maintain their uniform including polishing shoes as well as following all behavioral expectations |
| Farm Duties | Boys run the farm carrying out various duties at 6.30am and 4.00pm (7 days a week) for one week a term. Teaches individual and collective responsibility. |
| Garden Duties | Boys in Year 8 carry out garden duties one night a week. Teaches individual and collective responsibility through completion of a variety of tasks |
| School guides | All boys have the opportunity to act as guides for visitors and prospective parents by giving tours of the school |
| Key events | All boys have specific jobs on Open Day and Lambing Sunday from running stalls, selling programs, security, stock showing, and setting up displays as we welcome 3500 visitors. Boys also welcome visitors; carry out car parking duties at other key events such as leaver’s service, induction days and one off events. Older boys assist serving food and drink at Pym’s night once a year |
| Representing the school | Boys represent the school at outside events such as Royal Cornwall show, Bath and West, Devon County, Lambing Sunday, South West game fair, Junction 24, sports events, ploughing matches, Harvest Festival and the Christmas Carol concert. |
| Mentors | Older students who can help younger students settle in or with specific issues. Overseen by the Deputy Head Boy. Chosen by Deputy Head Boy and House parents. |
| Heads of House and Deputy Head of House (boarding houses) | Ambassador their boarding house, representing the house at key events, leading the mentors to support and promote the ethos and culture within the house, providing support and guidance to peers within their houses. |
| Heads of table | Ensure every boy on the table in breakfast and tea is treated fairly, oversees clearing routines |
| Sports captain | Represents either his house or school team. Chosen by staff. |
| Student council representative | Represents the boarding house, other students including outboarders and their year group at student council meetings. Chosen via student vote. |
| Head of the student council | Chairs meetings, prepares agendas and represents the student body. Chosen by student vote (student council members only) |
| Form captain | Represents the form, selected by students. |
| House captain | Ensures all house events run smoothly, and that the house is fully represented. Selected by staff and students. |
| Head of department | Oversees a duty team in either the farm or gardens. Selected by interview |
| Prefects | Ambassador of the school. Carry out duties as directed by the Senior prefects at lunchtime and break time. Selected via staff vote, and discussion with Senior prefects. |
| Senior prefects | Ambassador of the school. Oversee a duty team of prefects, and one oversees mentoring. Selected via presentation to the whole school, interview, staff and student vote. |
| Assistant/Deputy Head Boy(x2-4) | Ambassador of the school. Overseeing duty teams and student welfare, and standing in for the Head Boy as appropriate. Selected via presentation to the whole school, interview, staff and student vote. |
| Head Boy | Ambassador of the school, representing the school at key events, leading all prefects. Selected via presentation to the whole school, interview, staff and student vote. |

**Student Council**

The student council meets regularly and actually effect change. Recent changes brought about by the student council include:

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| * Sold old mountain bikes and bought new BMX’s | Refurbishing of all pool tables throughout boarding |
| * Started prep earlier to allow for increased activity time | Sunday breakfast option within boarding house |
| * Increased amount of food / drink supplies available within house kitchens | Increased number of boys allowed down to Cannington per day (now 8 per house) |
| * Included sandwiches / quick snacks on the lunch time menu | Active play equipment purchased for Kemp House |
| * Included a minimum of 5 external weekend trips per half term | Increased range of options available in Tuck shop |
| * Include a Lambing day in Brymore calendar | Lockers within changing rooms for HOD’s and feeders |