ISA Awards 2023
Case Study:
Boarding School of the Year

TASIS ENGLAND

APRIL 2024

History of the School

TASIS England is an international school with a rich history rooted in the vision of its founder, Mrs. M. Crist Fleming. Established in 1976, TASIS England joined the existing TASIS, The American School in Switzerland, which Mrs. Fleming had founded in 1956. Her goal was to create a unique educational experience that combined a strong American academic foundation with exposure to European cultures and languages.

TASIS England offers a comprehensive program for students from early years to grade 12. The school is divided into North and South Campuses, separated by Coldharbour Lane. The Lower and Middle Schools form the North campus, housed in modern buildings set behind the historic 17th-century Thorpe Manor house. This grand manor, featuring a Georgian front, has been thoughtfully incorporated into the school's administrative area. Students can choose between attending as day students or boarding, allowing for a diverse and international student body. Small class sizes and dedicated teachers ensure that each student receives the support and challenge they need to thrive. Beyond academics, TASIS England fosters well-rounded development through a variety of co-curricular activities, including sports, arts, and cultural exploration. The South Campus centres on a beautiful early 19th-century convent, built in yellow brick and featuring elegant architectural details. Several dorms, including Thorpe House, the Upper School cafeteria, and the Student Centre are all located on the South Campus. The 46-acre campus provides a unique blend of historic charm and modern facilities, creating a beautiful and inspiring learning environment.

Bryan Nixon
Headteacher

TASIS England aims to nurture a lifelong love of learning in all students to help them reach their full potential. They believe curiosity is key to this, and their supportive environment fosters creativity, resilience, and a desire to explore. By celebrating diversity and encouraging service, TASIS develops compassion and principles so their students can make a positive impact on the world. TASIS emphasises the importance of fostering respect for diverse cultures and traditions. Its beautiful setting and ease of access to London allows students to immerse themselves in the rich tapestry of culture. This prepares them for success in navigating an increasingly interconnected world.

https://www.tasisengland.org

The Thrive Wellbeing and Mentoring program for boarding students at TASIS was designed to deliver a comprehensive curriculum of topics that address aspects of physical, emotional and social wellbeing, along with practical life skills. Each boarding student was assigned a Mentor from within their house staff team, with whom they meet on a weekly basis to discuss the current topic. The weekly meetings have also provided the opportunity for students to experience 1:1 support & raise any issues they may have within a solution focused conversation. In addition to this, students have been encouraged to use a daily wellbeing tracker via a website called Flourish DX; to connect with their emotional state, understand emotional patterns, potential causes of low mood and learn how to mitigate for such.

AIMS

- Equip students with tools to manage their own physical, mental, emotional, and social well-being.
- Educate students on key themes impacting well-being, from goal setting to healthy relationships.
- Provide practical skills like self-defence and cooking, applicable beyond school.
- Develop positive habits in the students through self-awareness and identifying factors impacting mood.
- Foster student resilience through strategies for managing stress and challenges.
- Identify potential issues early through mentor discussions and well-being tracking.
- Build strong relationships between students and mentors for ongoing support.
- Utilise data from Flourish DX to measure program impact and inform future planning.
- Promote a comprehensive approach to well-being, encompassing various aspects of student life.
- Equip students with skills transferable to university life and beyond.
- Foster connections with the local community through initiatives like the Royal Holloway challenge.
- Explore peer-on-peer mentoring to complement staff support.
- Base program elements on recognised best practices.
- Demonstrate the effectiveness of the program through Flourish DX data and mentor records.
- Create a culture that prioritises and actively promotes student well-being.
- Equip boarders with the knowledge, skills, and support to thrive throughout their academic journey and beyond.

ACTIONS

- We created a 35-week curriculum covering key themes related to student well-being. Topics include goal setting, healthy relationships, self-defence, nutrition, and mental health strategies.
- Mentors were assigned to all boarding students for weekly discussions focused on the THRIVE curriculum and personal well-being.
- Practical skill sessions were incorporated like self-defence and cooking into the program.
- We introduced Flourish DX, a well-being tracker allowing students to monitor their moods and identify influencing factors.
- We used Flourish DX data to gain insights into the overall emotional well-being of the boarding community.

- Interventions were introduced based on data, such as additional social events during periods of lower mood.
- We partnered with Royal Holloway University to accommodate an entrepreneurial challenge for boarders.
- The team developed a "THRIVE Guide" outlining the program structure and resources for students.
- Resources were regularly uploaded with tasks related to the weekly THRIVE themes on Google Classroom.
- Ongoing support was provided to students through weekly mentor meetings and access to resources.

OUTCOMES

- Student engagement in the program was increased, including in practical skill sessions, mentor discussions, and the user-friendly well-being tracker.
- Flourish DX allowed us to collect data on student moods and contributing factors. We used this to identify areas of concern and measure the program's impact over time.
- By analysing the data we could implement targeted interventions, such as increased social events during periods of lower moods, suggesting a positive impact on addressing student needs.
- The program emphasised self-awareness and identifying factors influencing mood, which led to students developing positive habits to manage their own well-being.
- Weekly mentor meetings fostered stronger relationships between students and staff, providing a positive support system for students.
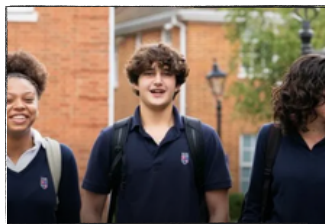
NEXT STEPS

- Analyse data to see which topics resonated most with students and identify areas for improvement.
- Assess the effectiveness of current mentor training and consider additional training opportunities.
- Pilot a peer mentoring program and evaluate its effectiveness in complementing staff mentorship.
- Seek further opportunities for collaboration with the local community to enhance the program's offerings.
- Share the program's results and best practices with other schools.

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