



# BCA Newsletter



COURAGE AND TENACITY

## PRINCIPAL'S LETTER

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### Courage and Tenacity

This term the BCA school values on which are focussing are "Courage and Tenacity"

#### COURAGE

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*"BCA students discover in themselves the ability and willingness to confront fear, pain, danger, uncertainty, or intimidation.*

*Their moral courage enables them to act according to conscience and do "what is right" in the face of popular opposition, shame, scandal, or discouragement.*

*They readily undertake activities that stretch them beyond their perceived capabilities taking on physical challenges and social or emotional fears."*



#### TENACITY

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*"BCA students discover in themselves the ability to persevere when confronted with challenges, and learn from their mistakes, with a readiness to try again. They develop and demonstrate discipline, determination, grit and resilience, pushing themselves beyond their perceived limits.*

*They draw-on, and cultivate, a strong physical, mental and emotional spirit that enables them to keep going in the face of hardships, limitations and impediments, and bounce back from disappointments and difficulties.*

*A steadfast self-belief is built through focusing on achievable goals that can be reached, leading to optimism and confidence when faced with future challenges."*

These definitions are adapted from The Round Square Organisation based in the UK, whose philosophy and ideas we have been using to guide some of our own school's development.



### What about resilience?

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'Resilience' is a term we hear much used, especially in referring to the challenges for young people and how they are expected to respond.

A recent BBC InDepth article (January 7th 2025) takes a close look at this topic, under the title: ["Child mental health crisis: Better resilience is the solution, say experts"](#). It's certainly worth a read for every parent and teacher. In the Andorran and Spanish media there is similar reading on what could be described as a societal crisis.



The article sets out the compelling argument that educators, parents and health professionals must work with children and young people to build their resilience, with some startling statistics about the rise of mental health concerns over the last 10 years. This is why we have responded as a school with whole staff training and with three staff with advanced training in this area, together with our PSHE curriculum which looks at mental health and related topics such as online health and safety, and a strengthened and recently updated [Safeguarding Policy](#) and [Anti-Bullying Policy](#). The House Council has also designed posters to show students who to talk to if they have something they wish to discuss, and senior students and staff collaborated in writing an [Anti-Discrimination Statement](#). There is more that all of us can and must do. The quality of trusting relationships in the three way partnership of children-parents-educators is fundamental.

The BBC article does however note that there is no consensus around the term 'resilience'. For some, preaching 'resilience' is a neo-liberal call to young people to "put up with" and adapt to the world as it is, rather than to change it for the better. Equally, many of the problems young people face are those handed down to them by adult society, so to call for young people to be tough and be resilient ("don't be a snowflake, kid") may be wrongly shifting the responsibility from adult to child.

Probably there is some truth in both views (though the BBC article characterises it a 'polarised debate').

At BCA we are using the term 'tenacity' rather than 'resilience'. Simply stated it means, 'if at first you don't succeed, try again'.

It has been great to see the termly school values much in evidence in assemblies and lessons thus far this term. In a recent secondary assembly, student input turned what could have been a superficial presentation into a deep discussion on the meaning of mental and physical courage. I also commend the 16 students of the House Council for their tenacity in representing their peers and achieving their goals. Children are demonstrating courage and tenacity every day in meeting and overcoming both the everyday and the unexpected challenges of childhood, school and their relationships with each other and with adults.



*Mr Harry Lock*  
Principal

## SWIMMING PROGRAMME IN NURSERY

As the little ones do not ski this year, they have two Terms of Swimming to be ready for the summer!



## RECEPTION OUTDOORS MATH CLASS

The Penguins' class enjoyed an outdoor lesson on the capacity of containers and the measurement of liquids.



## YEAR 1 TOPIC CLASS - DINOSAURS

Art lessons combined with their Topic, as children prepared these Triceratops in 3D.



## YEAR 2 OUTDOOR LEARNING

The class was trying to fly their handmade kites in open spaces, and they had a great time together.





## YEAR 5 CATALAN TREASURE HUNT

Lot of challenges to be solved to get the prize; a different way to relish the Catalan lessons.



## CLASSIFICATION WITH SWEETS IN YEAR 6

Learning about scientific CLASSIFICATION SYSTEMS with sweets.  
Lots of vocabulary to learn.



# GLANCE AT THE WEEKS IN PRIMARY





## YEAR 9 SELF PORTRAITS



## SECONDARY CLUBS



## IBDP STUDENTS-SCIENCE COLLABORATIVE PROJECTS

Year 12 students, as part of the IB Diploma Programme, need to complete a Collaborative Science project with their peers. This time they focused on designing equipment for people with disabilities.



## SECONDARY ASSEMBLIES AND ACTIVITIES

What is courage? This is a question which on the surface is easy to answer, but dig a bit deeper and it raises a number of ethical questions. In our first assembly back after Christmas, this was exactly what came out of a rich discussion between students and teachers during an assembly on our termly values led by Miss Rabasedas. Some argued that courage was having the strength to do something outside of your comfort zone; others contested that a courageous act must have good intent behind it; a further contribution suggested that it is courageous to go against the grain, but that this might well have bad intent behind it. And that was just courage! We then



moved on to tenacity, which elicited a further range of views.

What we can be sure of is how often we see students manifesting courage and tenacity every day at BCA. Take the year 11s: they took their mock **IGCSE exams** in November, a stressful but necessary challenge which

they met with admirable resilience. Then there have been a number of smaller but no less **significant challenges: the UK Intermediate Maths Challenge, our varied House events - football, spelling, and trivia, the Duke of Edinburgh Expedition,** and students excelling in sports outside of school. We are incredibly proud of these various achievements and look forward to many more in the coming months.



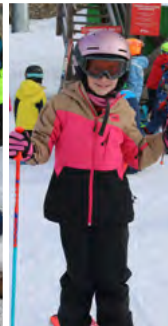
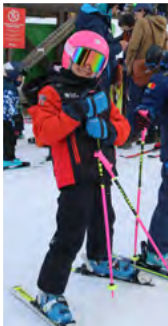
*Warren Quinton  
Head of Secondary*



# FRIDAYS - HOT CHOCOLATE FOR EVERYONE



# PRIMARY SKI COLLAGE



## UPCOMING EVENTS

### Week of 3rd February - 7th February

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- Secondary school ski and snowboard week.
- NO EARLY YEARS OR PRIMARY SCHOOL SKIING THIS WEEK

### Week of 17th February - 21st February

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NO EARLY YEARS OR PRIMARY SCHOOL SKIING THIS WEEK

- Friday 21st February - Rua de Carnaval - Early Years and Primary (see messages via Seesaw). In Santa Coloma. The children will be preparing their costumes in class designed around a particular theme. Each class has already been provided with the instructions for the costume.
- Friday 21st February - Half Day for staff professional development. Early Years and Primary finish at 12:30, Secondary finish at 12:45, buses depart at 13:00.



Fundación  
**JOSEP  
CARRERAS**  
contra la leucemia

**QUINTO DE NAVIDAD  
BRITISH COLLEGE OF ANDORRA**

**550,38€**

**GRACIAS POR HACERNOS  
IMPARABLES**

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