EASTBOURNE COLLEGE

Brand guidelines

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FOREWORD

Our school was founded in 1867 by ordinary people who believed in the power of education to not only deliver academic quality, but also encourage good health and breadth of character. Many generations later, we still live by the same core objectives; our pupils are ambitious and confident, but also grounded. Put simply, they are good people that others want to be around.

We often refer to ourselves as a 'Blue Health' school as our idyllic coastal location facilitates a healthy, social and happy life. Together with our 'whole of learning' approach, it helps young people to nurture and grow their individual talents.

INTRODUCTION

We have created these brand guidelines to clearly define and explain our unique offering and how we differentiate ourselves from the competition. Everything from our aims and values, through to our tone of voice and logo usage, is relevant to delivering a consistent experience.

BRAND-ON-A-PAGE

We often talk about our values, our aim and how we deliver on a differentiated experience, but it is important to understand how it all ties together.

Our aim **The reason we exist**	To equip children to lead happy, fulfilled lives in a safe environment.
Strategic positioning **How we differentiate ourselves**	Inspiring modern minds; healthy balance; whole of learning.
Our approach **How we deliver on this**	Although we are a traditional school with a long history, we have a modern mindset with a penchant for innovation. Our diverse academic syllabus and exceptional co-curricular opportunities encourage our pupils to be inquisitive, open-minded and find inspiration in everything they do.

Our values
How we think and act

Pursuit of Excellence

We will challenge and support our pupils with a holistic approach to learning, so that they achieve more than they ever believed they could.

Integrity

We want our pupils to grow up guided by moral principles; to do the right thing, be honest, tolerant, take responsibility for mistakes and then learn from them.

Participation

We make our school community an inclusive, positive and happy place to empower pupils to join in and help others do so too.

Kindness

We encourage a safe community where everyone is treated as equal, so expect every pupil to show **care**, thoughtfulness and **courtesy** for others.

OUR VALUES

Our values express who we are and form the foundations of our brand personality. They help us describe the unique way we, and our pupils, think and behave.

PURSUIT OF EXCELLENCE

Our pupils try to do their best in all they do. They take creative risk, accept challenge, persevere and develop resilience. We have a broad range of subjects that allow our pupils to play to their strengths, and inspiring teachers that encourage them to follow their own path with ambition. Our array of co-curricular activities complement their academic studies, helping build confidence in all areas of life. This holistic approach to learning develops happy, successful pupils who often achieve far beyond their expectations.

INTEGRITY

"In Eastbourne, out of Eastbourne, alike, let your character be known for good. Be brave, be generous, be pure, be true."

Revd James Wood, first Headmaster of Eastbourne College, 1868.

We want our pupils to grow up guided by moral principles; to do the right thing, be tolerant, honest, take responsibility for mistakes and then learn from them. When others get it wrong, we support and help reconcile.

PARTICIPATION

Our pupils are not afraid to get stuck in and encourage others to do so too. We understand the importance of a collaborative, happy environment to promote positive attitudes, teamwork and peer-to-peer encouragement. Equality of participation is paramount, so our sporting programme allows pupils of all abilities to take part. In addition, being part of the Eastbourne College Partnership provides opportunities to work with other local schools on a range of events and projects throughout the year.

KINDNESS

We respect everyone as an individual, and expect them to show the same level of consideration, thoughtfulness, **courtesy** and compassion to others. We recognise the importance pf being actively kind and empathetic and **take care of others** and the environment we all share. We provide a safe, and supportive community and endeavour to go the extra mile to support each other.

TONE OF VOICE

Our tone of voice influences what we say and how we say it. Whether for spoken or written communication, using our tone of voice correctly brings our brand to life to engage with customers.

Our tone of voice principles are aligned to each of our core values:

Pursuit of excellence:
Aspirational, balanced and confident.

Integrity:
Authentic, honest and open.

Participation:
Dynamic, open-minded and responsive.

Kindness:
Engaged, approachable and supportive.

"The academic results achieved by children at Eastbourne are consistently very strong and higher than many more selective schools. We recruit children of a wide ability range, confident that we can challenge and develop all those who come to the College. Because our programme is tailored to the skills and aspirations of each individual, we can provide stretch for every pupil. We celebrate the success of all our pupils, whichever university destination or career choice they make."

Our tone of voice, working across all our values.

PURSUIT OF EXCELLENCE

What we mean

- We help students play to their strengths.

- We support creative risks and perseverance.

- We encourage a broad range of interests to develop confidence and resilience.

- The varied curriculum and co-curriculum allow students to excel.

What we don't mean

- Excellence as pure academic results (we emphasise the importance of social and moral development too).

How we show it in our tone of voice

Aspirational: looking to the growth and future achievements of our pupils. Remember to sound realistic, and not too phantasmal. Speak to real, tangible possibilities, and use a positive, innovative tone, incorporating the active voice where possible.

Balanced: when speaking to academic success, where appropriate, reference social, moral and health-based success, too.

Confident: we are confident that we can provide a holistic education. Show this in writing with concise sentences, but do not sound arrogant.

Good example

"Competition for entry to our sixth form is strong and as well as academic ability we seek pupils who wish to be part of a vibrant community to which they will contribute fully."

Bad example

"It is difficult to get into our sixth form because there are many who apply. As a result, your grades need to be very high to have a chance of getting in."

INTEGRITY

What we mean

- We want our pupils to be guided by moral principles.

- We want our pupils to do the right thing, be honest, tolerant, take responsibility for mistakes and learn from them.

What we don't mean

- We want our pupils to be "soft". There is strength in behaving morally, and it leads to good character.

How we show it in our tone of voice

Authentic: we are authentic because we are committed to living our values. Write simply to show truth.

Honest: we are genuine and honest. We admit when we miss the mark, but are also ready to suggest ways to improve.

Open: we have an open mind and embrace different perspectives or ways of doing things. Use positive, accepting language.

Good example

"The College places great emphasis on the importance of healthy learning for the long term, and on delivering an education based on core values, on relationship-building and community."

Bad example

"In the grand scheme of things, academia isn't important. The only way to guarantee healthy learning for the long term is to emphasise delivery of an education that we centre around core values, also including modules pertaining to relationship building and community to develop social competence."

PARTICIPATION

What we mean

- We promote participation and team work.

- We promote peer to peer encouragement.

- We think this is an important component in holistic education.

What we don't mean

- That we encourage pupils to be submissive or weak.

- That you cannot be independent or achieve personal success. Teamwork is an important skill, and we develop it alongside independence.

How we show it in our tone of voice

Dynamic: use positive words that reflect our energy and eagerness to get involved, work together and bring new ideas to the table.

Open-minded: we are willing to accept others' views and take on new perspectives. When referencing others' views, use positive, empathetic language. You can also present your opinion if it differs, but ensure you continue to use a positive tone.

Responsive: we can actively listen and respond to others' points of view. Use this in our writing – showing we understand their challenges, and how we are equipped to work together to solve them.

Good example

"Sometimes the subjects which pupils choose or embark upon are not quite right. This is understandable, given the new subjects on offer and the narrowing of the curriculum from GCSE. The system allows for some flexibility…"

Bad example

"If you have changed your mind about the subjects you have chosen, you need to choose another option. We sometimes don't have space in your new subject, in which case we can't accommodate your switch. We will also not accept any changes after half term of the Michaelmas Term."

KINDNESS

What we mean

- We live by respect, compassion and empathy.

- We encourage our pupils to add value to the community and local charities.

What we don't mean

- We don't mean kindness in the passive sense, our pupils are encouraged to be actively kind and go out of their way to help their peers, community and local environment.

How we show it in our tone of voice

Engaged: letting our customer know we are attentive and value the conversation/time with them. Use dynamic language where possible and make sure your communication is directly responding to their queries/telling them what they need to know.

Approachable: friendly and warm. Allude to positive emotions and use everyday language instead of jargon where possible.

Supportive: show that we put effort into supporting each of our pupils. Personalise the message where feasible.

Good example

"Eastbourne College is, above all, a community. It is the strength and shared purpose of the whole community that allows pupils to feel safe and valued and thrive in their environment. It provides the platform from which children grow and develop into happy, confident, accomplished individuals."

Bad example

"The Eastbourne College community runs on strength and shared purpose, to avoid pupils running the risk of feeling unsafe or undervalued. In ensuring a supportive environment, we do not condone behaviour that deviates from our core values."

DESIGN TOOLKIT
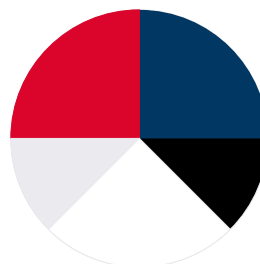
CREATING A CONSISTENT BRAND EXPERIENCE

Consistency is critical to the success of our brand. It makes us instantly recognisable, engages our stakeholders and establishes trust.

The key brand design elements to help create communications are shown here.

Our logo

Our typefaces

ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890,.'?!/£$%&*():;@!"+{[]}

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

Our colours

Our iconography

Our photography

Our illustration

OUR LOGO

The Eastbourne College logo is instantly recognisable, and affirms our position at the heart of the local community.

It is a registered trademark, so must not be redrawn or recreated.

Ensure it is high quality resolution and that the correct colour reference is used:

RGB for digital/screen

CMYK for printed

Present the logomark and wordmark together where possible.

If space is short, use just the wordmark.
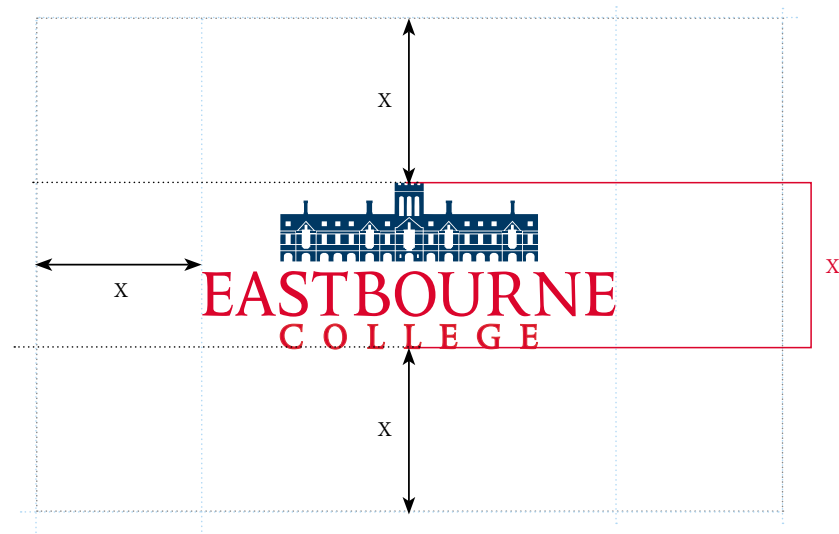
NEVER use the logomark by itself.

LOGOMARK

WORDMARK

CLEAR SPACE

The logo should always be given space to breathe.

This is to ensure that it is not obscured or obstructed by other elements.

The height of the logo represents the minimum amount of clear space surrounding it. Always leave more than this where possible.
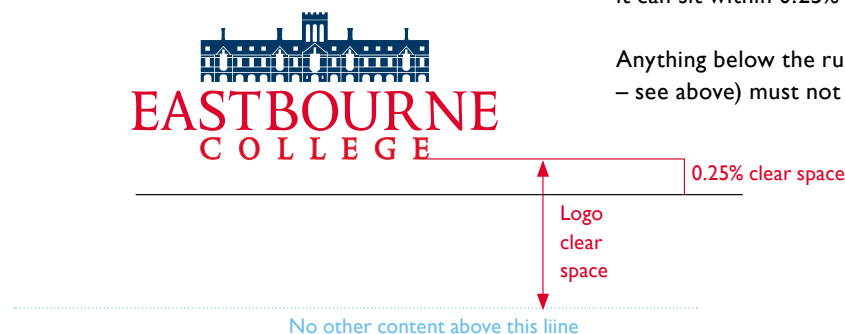
CLEAR SPACE EXCEPTIONS

Document Margin

EASTBOURNE
C O L L E G E

Logo clear space

Document Margin

Document trim edge
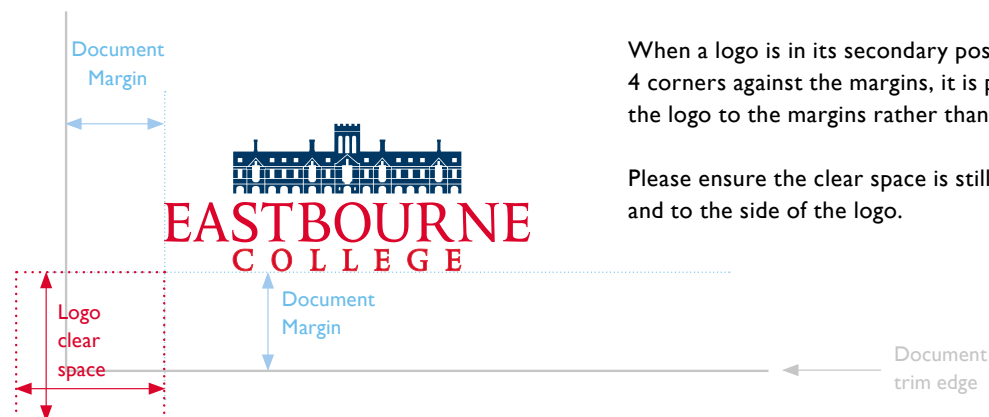
When a logo is in its secondary position in one of the 4 corners against the margins, it is permissable to lock the logo to the margins rather than the clear space.

Please ensure the clear space is still maintained above and to the side of the logo.

EASTBOURNE
C O L L E G E

0.25% clear space

Logo clear space

No other content above this liine

When a rule is employed as a graphic device in a design, it can sit within 0.25% of the logo clear space.

Anything below the rule (with the exception of a page trim – see above) must not encroach on the logo clear space.

While the logo clear space guidelines should be followed where possible, in exceptional cases, the following adjustments can be made.

The examples provided are not exhaustive but offer some guidance on when it is permissable to encroach on the logo clear space.

EASTBOURNE
C O L L E G E

0.25% clear space

Healthy learning for the long term

While we do not advise 'attaching' copy lines to the logo, if there is an imperitive need to do so, these lines should sit no closer than 0.25% of the clear space.

Please consider the size of the copy line in relation to the logo. It should not dominate it.

MINIMUM SIZES

PRINT

EASTBOURNE
C O L L E G E

] 12 mm

EASTBOURNE
C O L L E G E

] 5 mm

DIGITAL

EASTBOURNE
C O L L E G E

] 50px

EASTBOURNE
C O L L E G E

] 20px

PRESENTATION

EASTBOURNE
C O L L E G E

] 16 mm

EASTBOURNE
C O L L E G E

] 7 mm

The logo should be of adequate size to ensure good quality and legibility.

The logo should never be smaller than the specifications shown here.

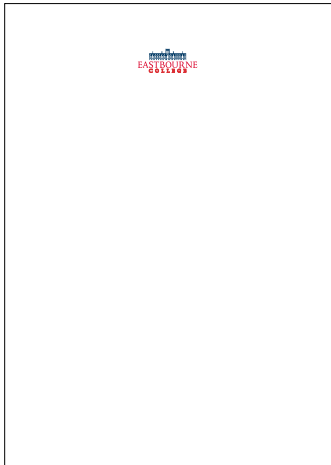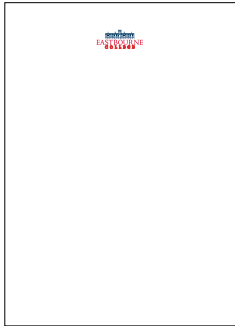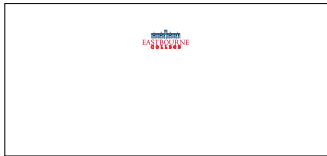See the next page for our size recommendations across different formats.

RECOMMENDED SIZES

A4

15 mm

A5/DL

12 mm

16:9 COVER/TITLE (PPT)

16 mm

DIGITAL (WEBSITE)

50 px

Logo and usage

POSITIONING OF LOGO

PRIMARY

SECONDARY

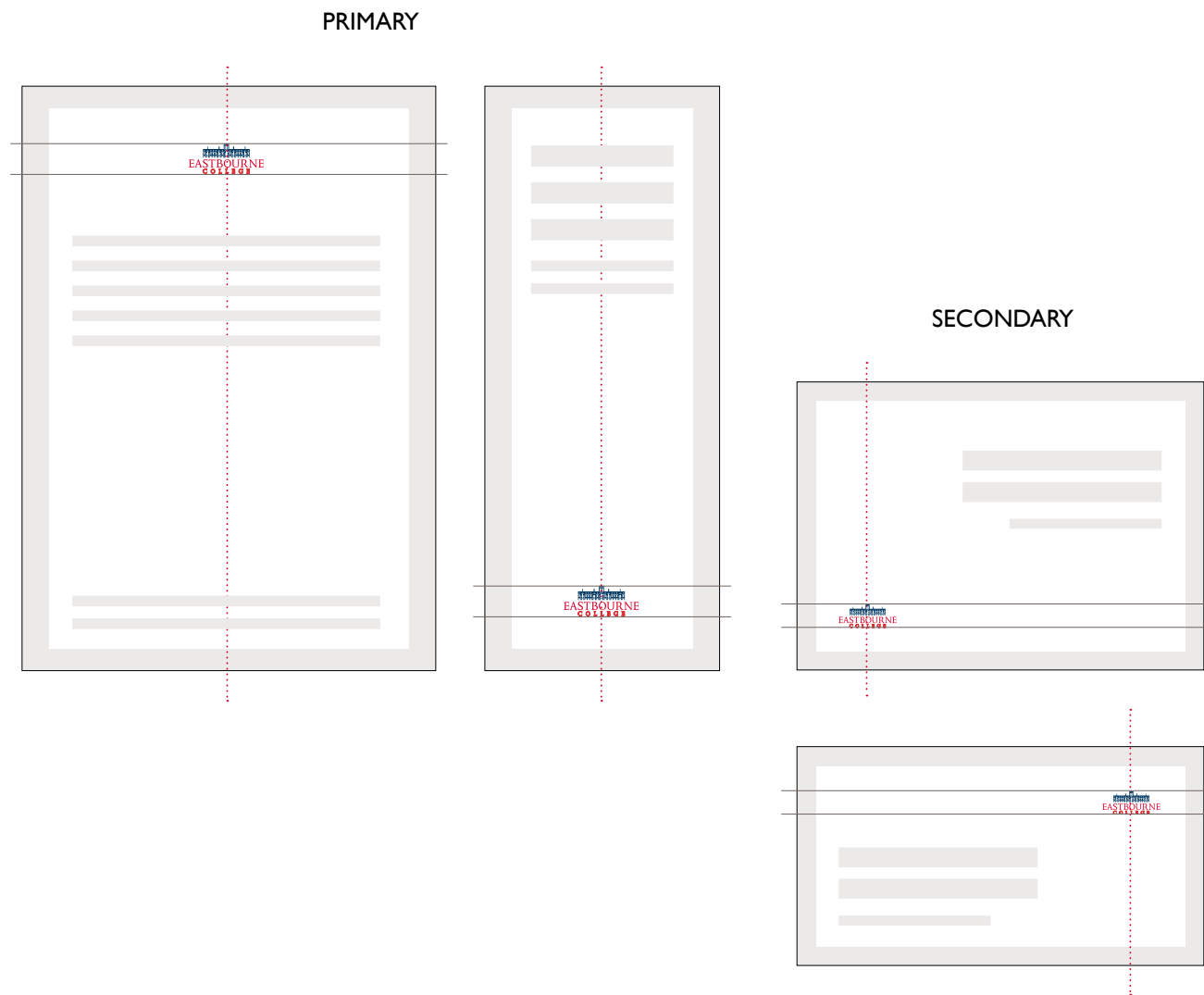## The primary logo position is centered within the document.

If required, the secondary position for the logo is left or right aligned on the document. Examples show bottom left and top right, however, any corner positioning is fine.

Make sure there is clear space around the logo at all times, and that document copy doesn't enter the logo clear space (see page XXX).

SECONDARY LOGOS

The secondary logos should only be used when it is not possible to use the full-colour primary logo.

The secondary logos are to be used for:

- Black and white printing

- Single colour printing

- Applying over a block colour when the primary logo would be illegible

The same guidelines apply for sizing and positioning.

MONO BLUE - PNG/EPS
Single colour printing
When using logo over a background which makes primary logo illegible

MONO BLACK - PNG/EPS
B&W printing
When using logo over a background which makes primary logo illegible

DUO WHITE/BLUE - PNG/EPS
When using logo over a background which makes primary logo illegible
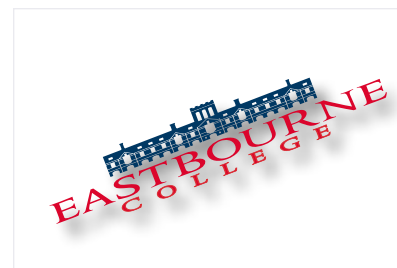

MONO WHITE - PNG/EPS
B&W printing
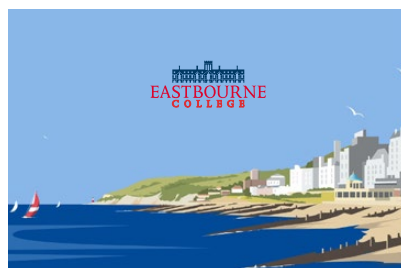When using logo over a background which makes primary logo illegible

DO'S AND DONT'S

❌ Do not re-draw or re-colour the logo, only use the approved colourways at 100% tint/transparency

❌ Other than in exceptional circumstances (please check with marketing), do not stretch, rotate, or distort the logo in any way

❌ Do not use a low-res version of the logo

❌ Any background image should give clear space to the logo. The logo should not be positioned over 'busy' parts of the image

❌ The logo should only be positioned in 'primary' or 'secondary' positions
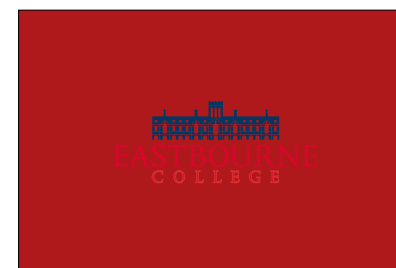
❌ Choose the right colour logo for background colour. Do not use against a background where logo is hard to see

❌ Do not attach any tagline or copy to the logo.
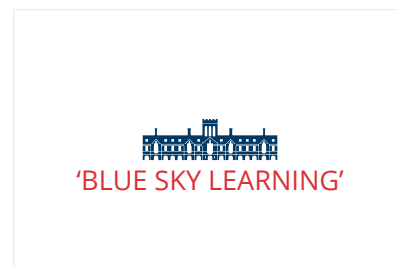
❌ Do not crop the image or use the logomark on its own or with any other text

❌ Do not add any additional elements or containers around the logo

CO-BRANDING: EQUAL WEIGHT

If the primary logo needs to appear alongside another logo of equal importance, please follow these guidelines.

Both logos must appear equal in size and must never be stacked.

Use a keyline of 0.25pt to divide the two logos (for digital applications that won't reproduce a 0.25pt keyline, please use the lightest rule possible). Remember to take into account the clear space required around each logo.

All other brand guidelines apply.
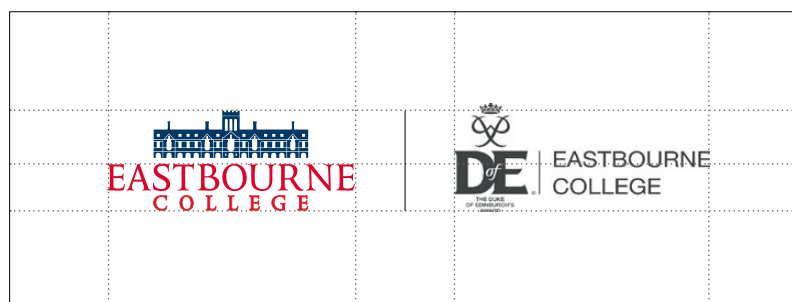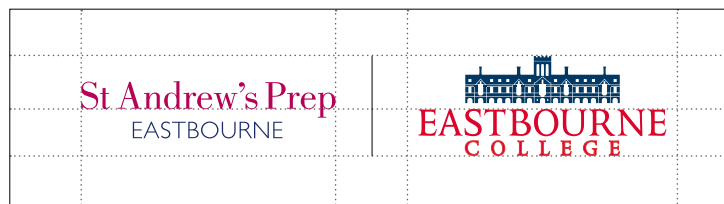
SECONDARY & ADDITIONAL LOGOS

POSITIONING OF LOGOS

If another logo is to appear secondary to our primary logo, please adhere to the following guidelines.

Always give space to the Eastbourne logo. It should not sit next to the other logo(s) on the page. See the diagrams to the right for our recommended positioning.

Ensure the other logo(s) are also smaller in size.

If the Eastbourne College logo is to appear as secondary to another logo, make sure you adhere to the clear space guidelines.

Maximum space given between primary and additional logos

Additional logos to appear smaller in size

29
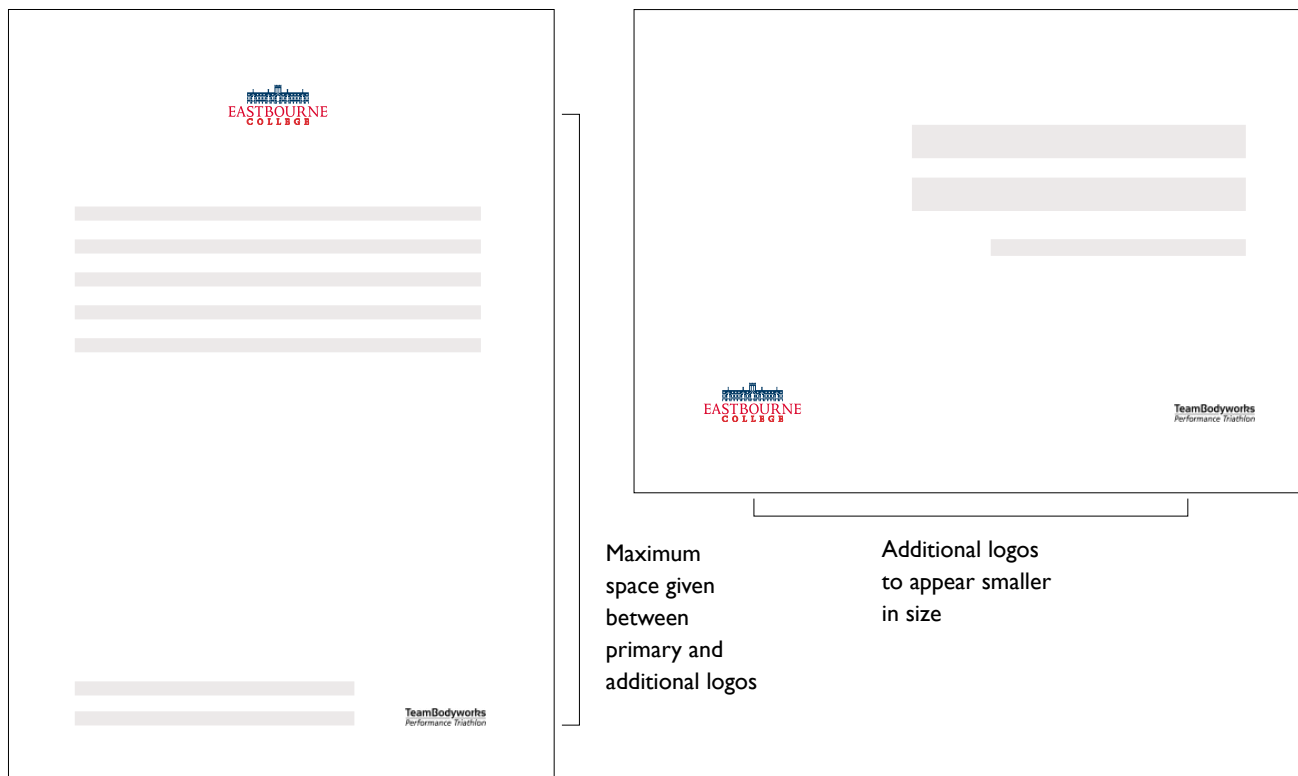
PRIMARY TYPEFACES

Our primary typefaces have been carefully selected to reflect our heritage, creativity and individuality. Always use them where possible.

For main headlines, use Mostra Nuova. It should ALWAYS BE USED IN CAPS.

For body copy use Gill Sans MT Regular and Light. The regular weight should be used for headings and where you need to place emphasis. Please do not overuse this weight as it loses its value. The light weight should be used for large body copy areas.

In most cases copy should be left aligned as this aids readabiity and provides a more contemporary aesthetic. This, however, is flexible and should a design suggest alternative alignments, then these are permissible within reason.

The italic cut should be used for quotes, captions and annotations only. Large areas of italicised type compromise readability.

Mostra Nuova - our headline typeface should ALWAYS BE USED IN CAPS

ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890,.'?!/£$%&*():;@!"+{[]}

Gill Sans MT Regular. For headings and emphasis

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz 1234567890

Gill Sans MT Light. For large body copy areas

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz 1234567890

Gill Sans MT Regular Italic

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz

Gill Sans MT Light Italic

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz

SECONDARY TYPEFACES

Our secondary typeface has been chosen for its universal availability and closeness in look and feel to the primary font. It should only be used when you can't use our primary typefaces.

Our secondary typeface is the next best alternative for those who cannot use the primary typeface due to lack of access or incompatible channels.

Please use Arial Bold and Regular. The bold weight should be used for headings and to place emphasis. The regular weight should be used for larger body copy areas.

The italic cut should be used for quotes, captions and annotations only. Large areas of italicised type compromise readability.

Arial Bold. For main headlines, headings and emphasis

**ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz 1234567890**

Arial Regular. For large body copy areas

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz 1234567890

Arial Bold Italic

***ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz***

Arial Regular Italic

*ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz*

WORKING WITH THE PRIMARY HEADLINE FONT

Our headline typeface Mostra Nuova is a core part of our visual identity. Its period character embodies our heritage and reflects our coastal location.

These usage guidelines are to ensure legibility.

When working in Office applications, use the minimum size guidelines and make sure that headlines are readable.

Please note: when using very large headings or posters of A1 and above, a degree of judgement is required. However, as a guide, font sizes of 70pt and above should have 10pt leading with optical kerning and +25 tracking.

THIS WOULD BE A POTENTIAL HEADLINE

When the headings are 35pt and above, please set them with a 5pt leading. They should be set with optical kerning and tracking set to +25.

THIS WOULD BE A POTENTIAL HEADLINE

When the headings are below 35pt, please set them with a 3pt leading. They should be set with optical kerning and tracking set to +25.

THIS WOULD BE A POTENTIAL HEADLINE

The minimum type size for using the headline font would be 25pt set on 28pt leading. They should be set with optical kerning and tracking set to +20.

THE BODY COPY FONT

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890,.'?!/£$%&*():;@!''+{[]}

As a guideline, set copy headings at 16pt on 19pt leading. Kerning should be set to optical and tracking should be set at +10.

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890,.'?!/£$%&*():;@!''+{[]}

As a guideline, set copy at 10pt on 13pt leading. Kerning should be set to optical and tracking should be set at +10.

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890,.'?!/£$%&*():;@!''+{[]}

The minimum advisable size for Gill Sans Mt Light is 9pt.

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890,.'?!/£$%&*():;@!''+{[]}

6pt Gill Sans MT Regular to be used ONLY for smaller applications such as T&Cs, source or reference information.

Our body copy fonts, Gill Sans MT Regular and Light, are also key parts of our visual identity.

While these guidelines are not exhaustive, they do set minimum expectations for layout and legibility.

Headline
Mostra Nuova
Left aligned
35pt with 40pt leading
optical kerning
tracking set to +25.

Subheading
Gill Sans MT Regular
Left aligned
20pt with 23pt leading
optical kerning
tracking set to +10.

EASTBOURNE
COLLEGE

THIS WOULD BE THE TITLE
ON A DOCUMENT COVER

This would be the subheading

EXAMPLE USAGE – INTERNAL PAGE

Headline

Mostra Nuova
Left aligned
25pt with 28pt leading
optical kerning
tracking set to +20.

Copy heading

Gill Sans MT Regular
Left aligned
16pt with 19pt leading
optical kerning
tracking set to +10
paragraph space after
set to 3pt.

Body

Gill Sans MT Light
Left aligned
10pt with 12pt
leading optical kerning
tracking set to +10
paragraph space
after set to 3pt.

THIS WOULD BE THE TITLE ON A PAGE.

This would be a copy heading

Les molorior serum estia prest od que voluptatquas pere vendio eos core quis arum aut que nat et quodi blaceriae rerum utatiorecum, sedipitius, adiat.

Ique volorpos dolut maio berias estrunt aut facia sit illupta tiumquamus.

Tios volut poreperrorro tem quidernatur sam, natio omnihic ientium elent aut latur soluptat faccuptatur, sed mil ea dolupta dis est, coreic totae nonsed utes quam est, qui blaut aut vellaccus pos es que nonet ligent volupta nobite volorum audam eum escit accupta sperspe con esciendaecum debis di quos nobistibus sam ex erum sit, consentia alignatur?

Cessent, elestiam fugitatem eaquia volorioribus quatibusam fugit as eum sin res qui volore nam fugiati beaturi coresed mos accus, tem

Les molorior serum estia prest od que voluptatquas pere vendio eos core quis arum aut que nat et quodi blaceriae rerum utatiorecum, sedipitius, adiat.

Ique volorpos dolut maio berias estrunt aut facia sit illupta tiumquamus.

Tios volut poreperrorro tem quidernatur sam, natio omnihic ientium elent aut latur soluptat faccuptatur, sed mil ea dolupta dis est, coreic totae nonsed utes quam est, qui blaut aut vellaccus pos es que nonet ligent volupta nobite volorum audam eum escit accupta sperspe con esciendaecum debis di quos nobistibus sam ex erum sit, consentia alignatur?

Cessent, elestiam fugitatem eaquia volo

EXAMPLE USAGE – INTERNAL PAGE

Headline
Mostra Nuova
Left aligned
25pt with 28pt leading
optical kerning
tracking set to +20.

Copy heading
Gill Sans MT Regular
Left aligned
16pt with 19pt leading
optical kerning
tracking set to +10
paragraph space after
set to 3pt.

Source/annotation/reference
Gill Sans MT Regular
Left aligned
8pt with 11pt leading
optical kerning
tracking set to +10.

Pull out quote
Gill Sans MT Light Italic
Left aligned
20pt with 23pt leading
optical kerning
tracking set to +10.

THIS WOULD BE THE TITLE ON A PAGE.

This would be a copy heading

Les molorior serum estia prest od que voluptatquas pere vendio eos core quis arum aut que nat et quodi blaceriae rerum utatiorecum, sedipitius, adiat.

Ique volorpos dolut maio berias estrunt aut facia sit illupta tiumquamus.

Tios volut poreperrorro tem quidernatur sam, natio omnihic ientium elent aut latur soluptat faccuptatur, sed mil ea dolupta dis est, coreic totae nonsed utes quam est, qui blaut aut vellaccus pos es que nonet ligent volupta nobite volorum audam eum escit accupta sperspe con esciendaecum debis di quos nobistibus sam ex erum sit, consentia alignatur?

Cessent, elestiam fugitatem eaquia volorioribus quatibusam fugit as eum sin res qui volore nam fugiati beaturi coresed mos accus, tem

'Tios volut poreperrorro tem quidernatur sam, natio omnihic ientium elent aut latur soluptat faccuptatur, sed mil ea dolupta dis est, coreic totae nonsed utes quam est, qui blaut aut vellaccus pos es que nonet ligent volupta nobite volorum audam eum escit accupta sperspe con esciendaecum debis di quos nobistibus sam ex erum sit, consentia alignatur?'

This would be a credit or source.

PRIMARY PALETTE

Our primary palette consists of Eastbourne Navy and Eastbourne Red.

Our primary colours support our brand, and should be used with consideration and respect.

For printing:
Use CMYK as the default colour breakdown, unless directed otherwise.

For premium print jobs, Pantone inks are the most accurate way to reproduce our colours.

For digital applications:
Please use RGB or HEX colour codes.

EASTBOURNE NAVY

PANTONE	2955C
CMYK	100, 52, 0, 58
RGB	0, 57, 104
HEX	#003968
RAL	5013

EASTBOURNE RED

PANTONE	186C
CMYK	0, 100, 80, 5
RGB	201, 18, 53
HEX	#C91235

SECONDARY COLOURS & TINTS

A selection of darker and softer colours work as our secondary palette.

They should be used to complement the primary colours, rather than dominate them.

Only use the specific tint breakdowns to support the solid colours. They should never be used as the main focus of a piece.

As with the primary colours, make sure the correct colour code is used:

CMYK or Pantone for print.

RGB or HEX for digital applications.

EASTBOURNE BLACK

PANTONE	BLACK
CMYK	0, 0, 0, 100
RGB	0, 0, 0
HEX	#2C2A29

EASTBOURNE WHITE

CMYK	0, 0, 0, 0
RGB	255, 255, 255
HEX	#ffffff

EASTBOURNE GREY

PANTONE	COOL GREY 1C
CMYK	10, 7, 5, 0
RGB	217, 218, 228
HEX	#D9DAE4

70%
30%
10%

EASTBOURNE SKY BLUE

PANTONE	2915C
CMYK	58, 8, 0, 0
RGB	98, 182, 243
HEX	#62B6F3

70%
30%
10%

EASTBOURNE BEIGE

PANTONE	7506C
CMYK	0, 7, 26, 0
RGB	240, 222, 193
HEX	#F0DEC1

70%
30%
10%

EASTBOURNE GREEN

PANTONE	7740C
CMYK	73, 1, 91, 17
RGB	58, 145, 68
HEX	#3A9144

70%
30%
10%

38

TERTIARY COLOURS

Colour palette

This selection of colours has been derived from our pictograms and as such should not be widely used.

These colours should be used to add variation and depth to illustrative matter, such as in our pictograms.

They should not be used generally and certainly not for large areas of solid colour.

CMYK or Pantone for print.

RGB or HEX for digital applications.

TERTIARY YELLOW 1

PANTONE	116C
CMYK	0, 10, 98, 0
RGB	255, 207, 0
HEX	#FFCF00

70%
30%
10%

TERTIARY YELLOW 2

PANTONE	121C
CMYK	0, 6, 72, 0
RGB	253, 217, 99
HEX	#FDD963

70%
30%
10%

TERTIARY GREY 1

PANTONE	7535C
CMYK	25, 21, 31,3
RGB	182, 176, 166
HEX	#B6B0A6

70%
30%
10%

TERTIARY RED 1

PANTONE	1805C
CMYK	0, 97, 78, 22
RGB	175, 39, 52
HEX	#AF2734

70%
30%
10%

TERTIARY RED 2

PANTONE	2034C
CMYK	0, 89, 76 0
RGB	232, 60 , 69
HEX	#E83C45

70%
30%
10%

TERTIARY GREY 2

PANTONE	Warm Grey 1
CMYK	10, 10, 11, 0
RGB	216, 212, 215
HEX	#D8D4D7

70%
30%
10%

HOUSE COLOURS

Each Eastbourne College house has its own individual house colour.

These colours are only to be used when referring to the intended house.

BLACKWATER FUCHSIA

PANTONE	Rhodamine red
CMYK	5, 92, 0, 0
RGB	225, 0, 163
HTML	E100A3

CRAIG ORANGE

PANTONE	1585C
CMYK	0, 66, 99, 0
RGB	255, 106, 27
HTML	FF6A1B

GONVILLE PINK

PANTONE	182C
CMYK	0, 30, 0, 0
RGB	250, 188, 219
HTML	FABCDB

NUGENT RED

PANTONE	032C
CMYK	0, 90, 76, 0
RGB	239, 51, 70
HTML	EF3346

PENNELL PURPLE

PANTONE	267C
CMYK	81, 99, 0, 0
RGB	96, 34, 166
HTML	6022A6

POWELL BRIGHT GREEN

PANTONE	375C
CMYK	40, 0, 98, 0
RGB	152, 216, 1
HTML	98D801

REEVES PALE BLUE

PANTONE	283C
CMYK	41, 11, 0, 0
RGB	147, 194, 248
HTML	93C2F8

SCHOOL ROYAL

PANTONE	293C
CMYK	100, 76, 0, 9
RGB	0, 62, 171
HTML	003EAB

WARGRAVE EMERALD

PANTONE	3415C
CMYK	100, 0, 85, 29
RGB	0, 119, 74
HTML	00774A

WATT YELLOW

PANTONE	123C
CMYK	0, 16, 89, 0
RGB	255, 200, 54
HTML	FFC836

ACCESSIBILITY

Inclusivity is part of our DNA and as such, accessibility should be considered for all brand communication material.

The contrast between colours is measured on a scale of ratios between 1 to 21, with 21 representing the maximum amout of contrast (for example black text on a white page).

GREEN
Good contrast use for type above and below 18pt and where consideration for visually impared users is required (including colour blind).
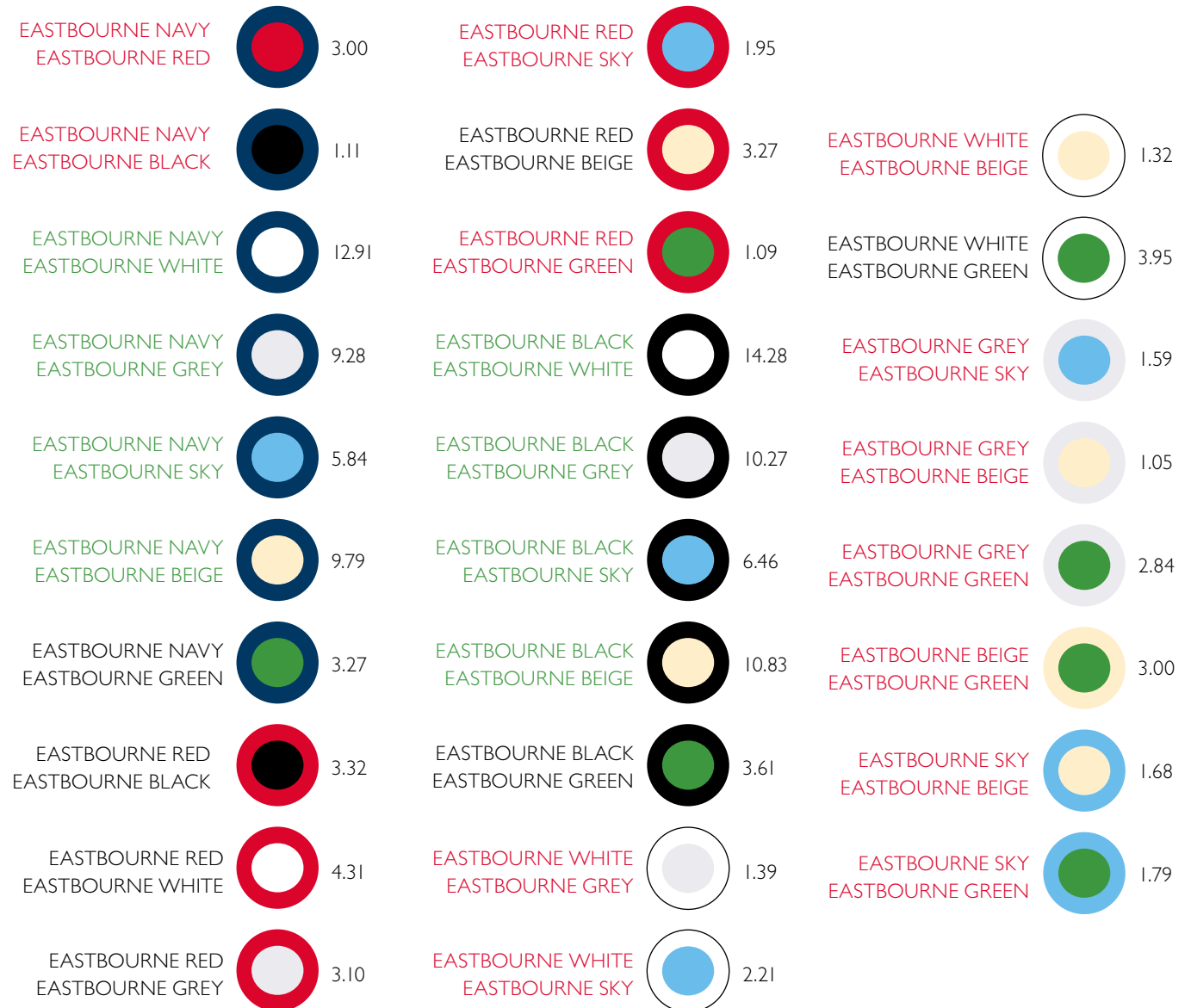
BLACK
Minimum contrast – be aware that smaller type sizes may prove problematic for the visually impared user. Good for use with larger type sizes.

RED
Problematic contrast. Use with caution. These combinations of colour could work with larger type but may cause problems with legibility.

While this assessment is primarily focused on accessibility for digital applications, attention should be paid to the low-contrast combinations highlighted here, whatever medium you are designing for.

Combination	Ratio
EASTBOURNE NAVY / EASTBOURNE RED	3.00
EASTBOURNE NAVY / EASTBOURNE BLACK	1.11
EASTBOURNE NAVY / EASTBOURNE WHITE	12.91
EASTBOURNE NAVY / EASTBOURNE GREY	9.28
EASTBOURNE NAVY / EASTBOURNE SKY	5.84
EASTBOURNE NAVY / EASTBOURNE BEIGE	9.79
EASTBOURNE NAVY / EASTBOURNE GREEN	3.27
EASTBOURNE RED / EASTBOURNE BLACK	3.32
EASTBOURNE RED / EASTBOURNE WHITE	4.31
EASTBOURNE RED / EASTBOURNE GREY	3.10
EASTBOURNE RED / EASTBOURNE SKY	1.95
EASTBOURNE RED / EASTBOURNE BEIGE	3.27
EASTBOURNE RED / EASTBOURNE GREEN	1.09
EASTBOURNE BLACK / EASTBOURNE WHITE	14.28
EASTBOURNE BLACK / EASTBOURNE GREY	10.27
EASTBOURNE BLACK / EASTBOURNE SKY	6.46
EASTBOURNE BLACK / EASTBOURNE BEIGE	10.83
EASTBOURNE BLACK / EASTBOURNE GREEN	3.61
EASTBOURNE WHITE / EASTBOURNE GREY	1.39
EASTBOURNE WHITE / EASTBOURNE SKY	2.21
EASTBOURNE WHITE / EASTBOURNE BEIGE	1.32
EASTBOURNE WHITE / EASTBOURNE GREEN	3.95
EASTBOURNE GREY / EASTBOURNE SKY	1.59
EASTBOURNE GREY / EASTBOURNE BEIGE	1.05
EASTBOURNE GREY / EASTBOURNE GREEN	2.84
EASTBOURNE BEIGE / EASTBOURNE GREEN	3.00
EASTBOURNE SKY / EASTBOURNE BEIGE	1.68
EASTBOURNE SKY / EASTBOURNE GREEN	1.79

A4 GRID

10.5mm 30mm

12mm

10mm 39mm

12mm

12mm

12mm

12mm

12mm

12mm

12mm

12mm

We use grids to achieve consistency across online and printed collateral, and to reinforce our visual identity.

The 7 and 4 column grids for A4 landscape and portrait have been designed to aid the positioning of the Eastbourne College logo and assets.
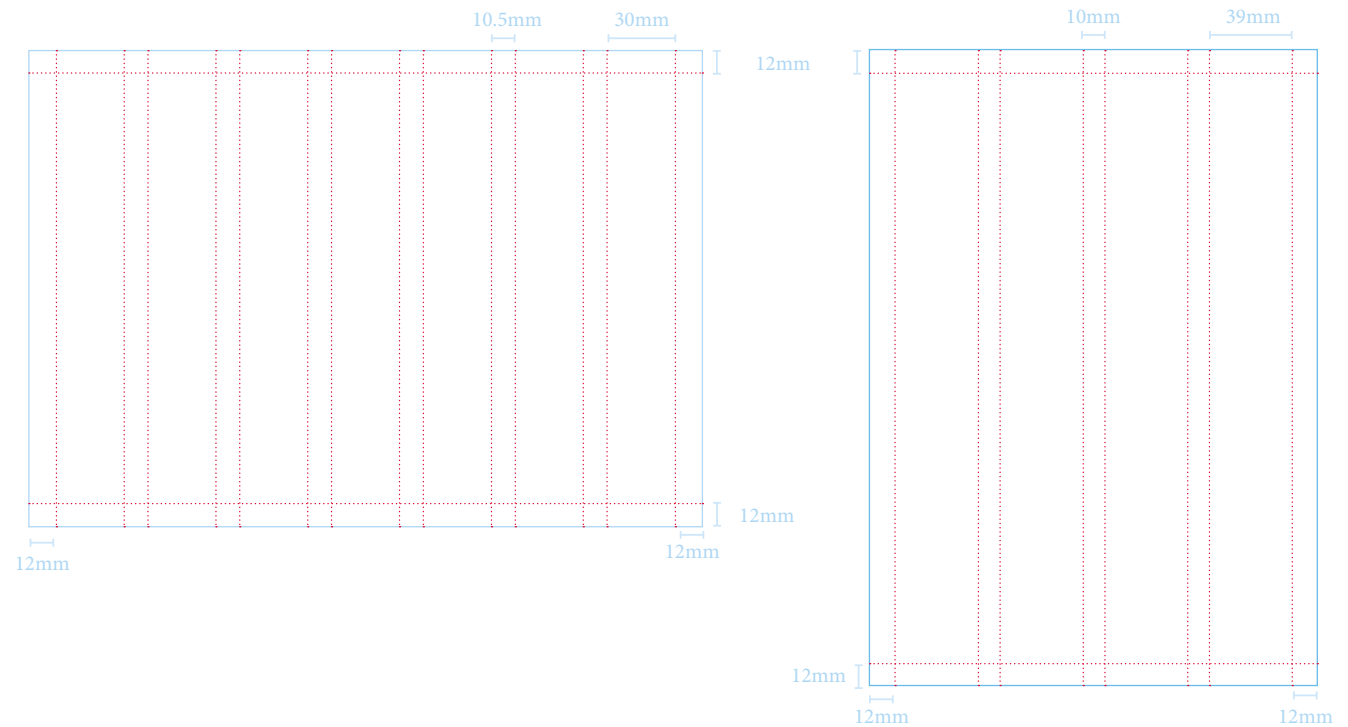
WORKING WITH THE GRID

The grid ensures consistency across brand communications, but is flexible enough to allow for a variety of creative layouts.

Imagery
Imagery can either be positioned to fit within the columns or, where appropriate, can fill the page completely (front covers for example).

Empty columns
Leaving columns empty and not overfilling the page allows user focus to be directed where it needs to be.

Type
Please see page XXX for guidance on type setting.

Text can be run in individual columns and/or spread over two, three or more columns, depending on the demands of the design.

If using the secondary logo position it is advised to use minimum logo size (page XX) to allow adequate space around logo.
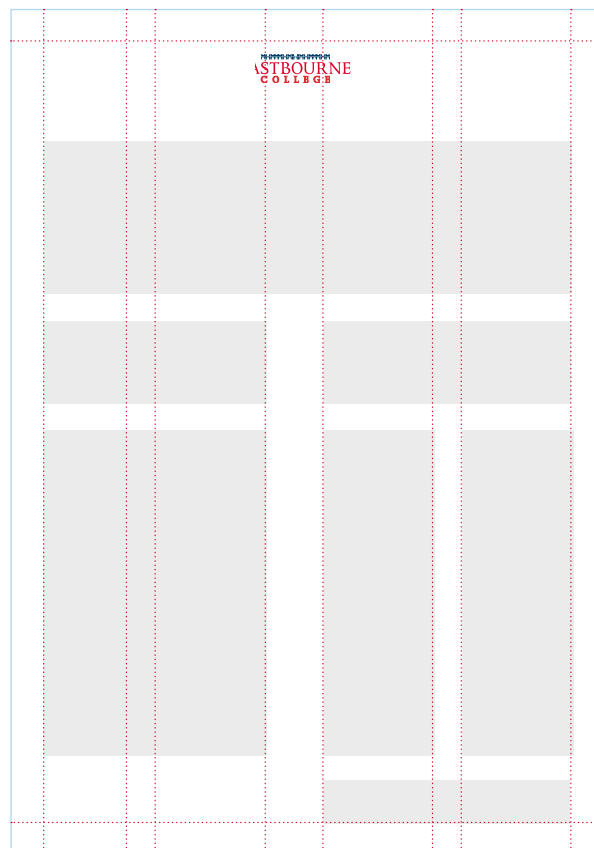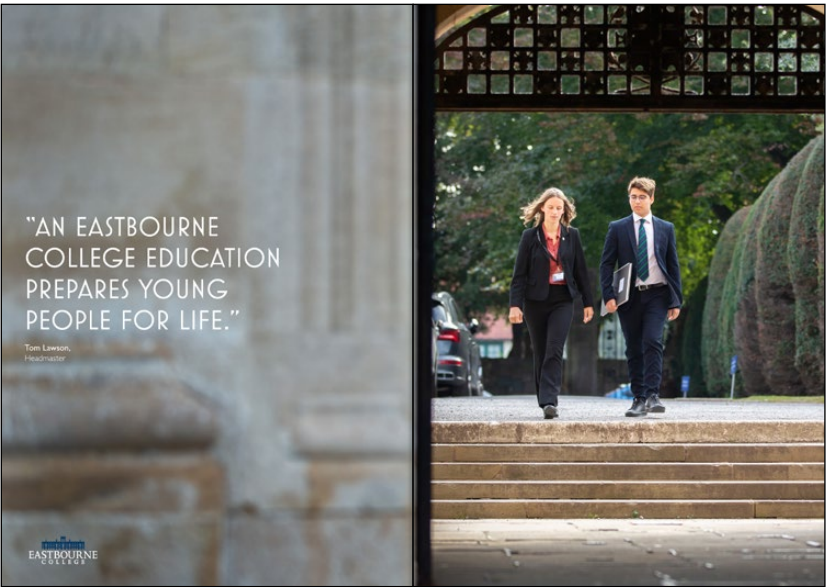
LOGO SPACE
Rules regarding clear space around logo must always apply.
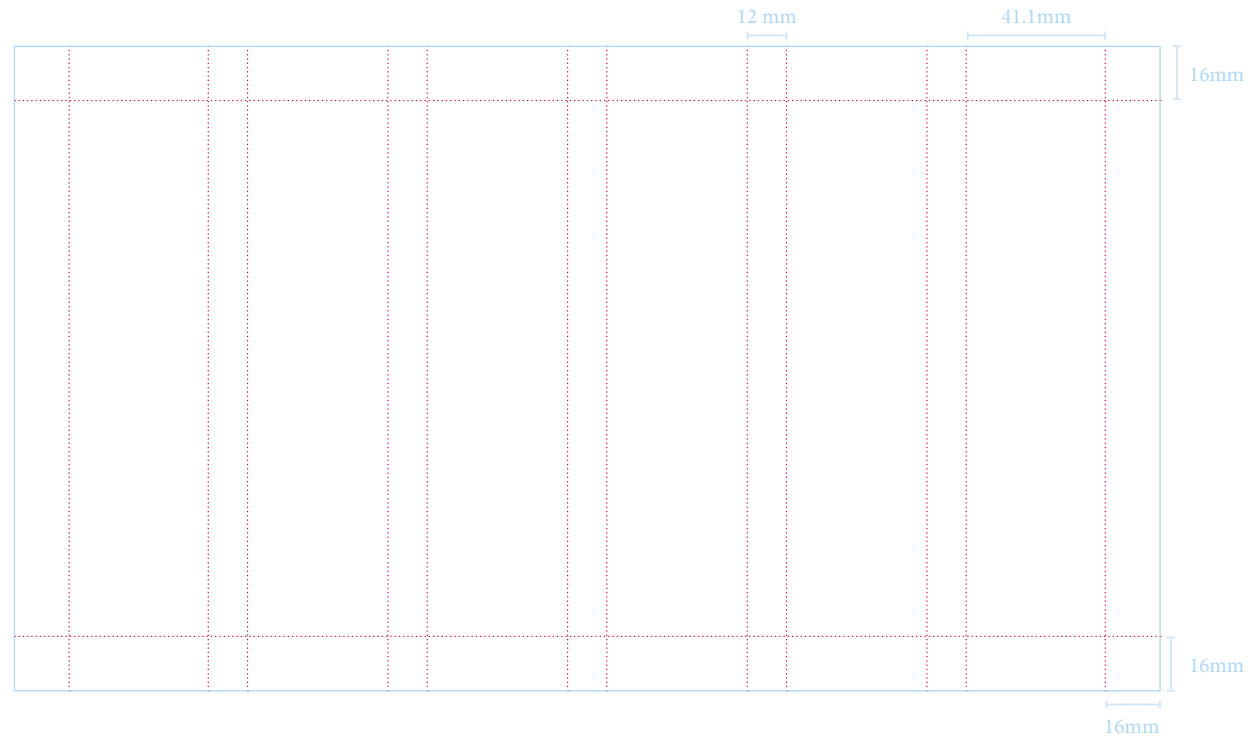Headlines, taglines or copy must not enter this space and should be positioned away from the logo. See page XXX.

Time allows us to fit everything in: time for work, time for play, time for friendship and time for others, time for ourselves, time to reflect. Time is the beating heart of an educational community, providing the opportunity for young people to discover, participate and form strong friendships as they grow up.
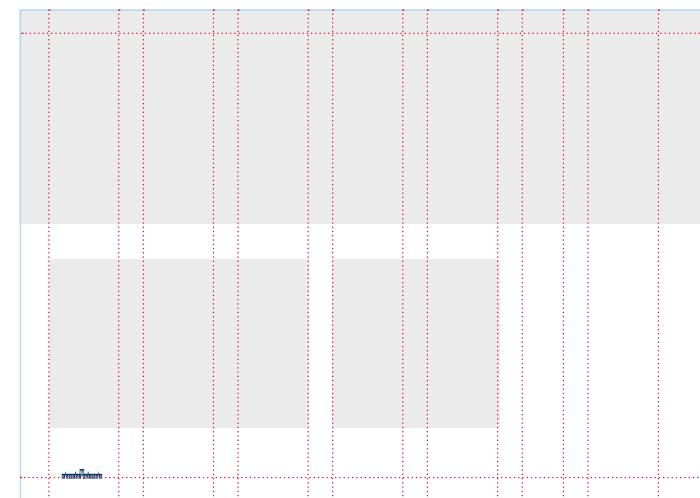
LAYOUT EXAMPLES – A4 DOCUMENT

16:9
WIDESCREEN
POWERPOINT
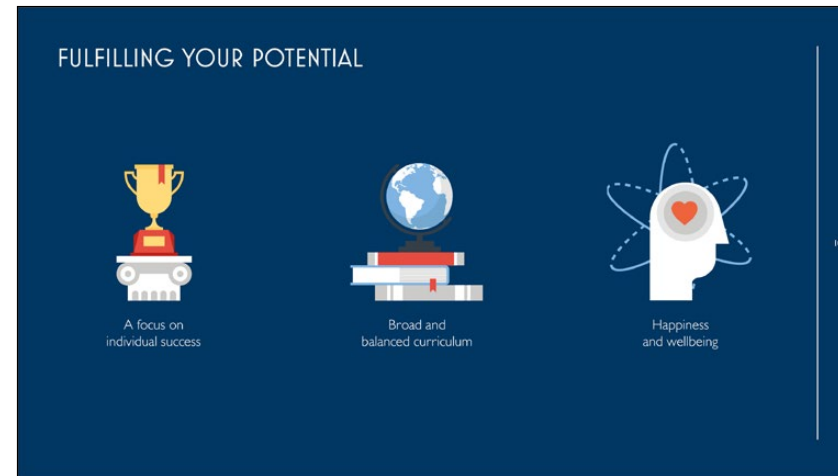# GRID

12 mm   41.1mm

16mm

16mm

16mm

For presentations using software like PowerPoint, a slightly wider column width is required to ensure the integrity of the logo is maintainted.
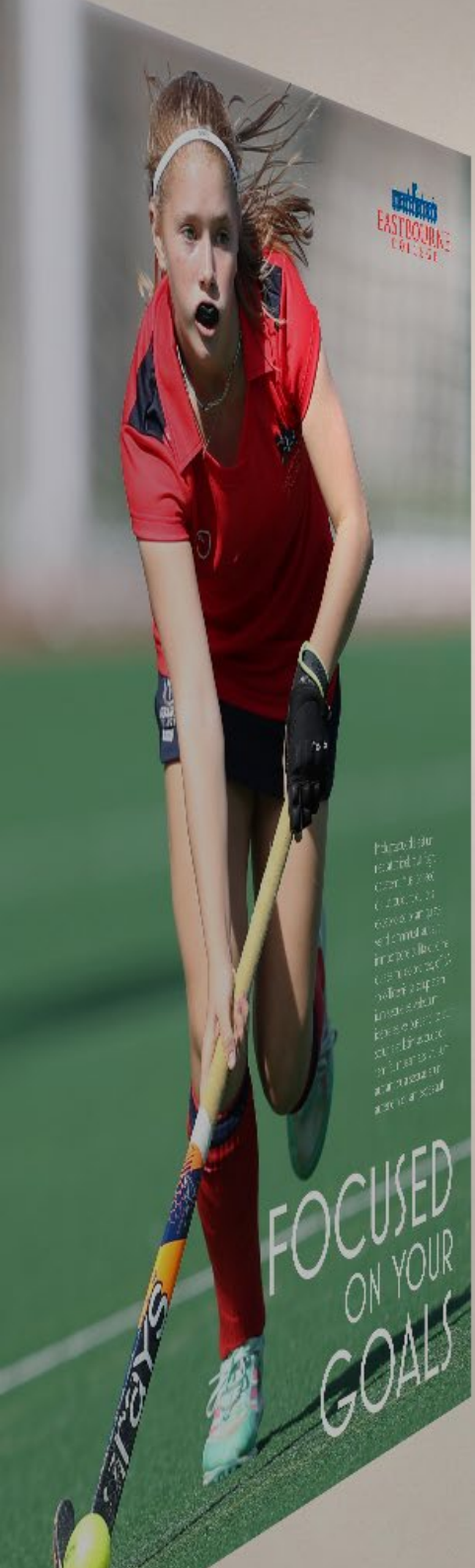
This 6 column grid offers flexibility when designing presentations, and the ability to manage layouts and the placements of brand assets within the framework.

EASTBOURNE
COLLEGE

Moluptaquodit estium nectatat idebit ut fugit occatem. Mus, consed qui ut quidunt qui cus excepro doloriam quiate vendi omnimust laut aut inimporpore cullita quid ma quiaes ma dolore, tet, officA to officienis sa soluptatem ium seque ea volectum idebis ea velibusdandi to etur solupis et latintias ducit qui tem facimusam assi vit, sum aut ant quia sequas arum autenem quiam exces aut

FOCUSED
ON YOUR
GOALS

HELPING
YOUR
DRIVE

Moluptaquodit estium nectatat idebit ut fugit occatem. Mus, consed qui ut quidunt qui cus excepro doloriam quiate vendi omnimust laut aut inimporpore cullita quid ma quiaes ma dolore, tet, officA to officienis sa soluptatem ium seque ea volectum idebis ea velibusdandi to etur solupis et latintias ducit qui tem facimusam assi vit, sum aut ant quia sequas arum

EASTBOURNE
COLLEGE

These are not final designs

LAYOUT EXAMPLES – VIDEO START AND END FRAME

Video start frames

A NEW VISION
FOR THE FUTURE

Echoing the overlay treatment, video start frames could utilise blurred video or still images behind the overlay.

The overlays could be used to colour code the videos according to subject matter.

Video end frame

www.eastbourne-college.co.uk

Where relevant, the end frame could carry a call to action or contact details but for generic purposes the URL would be a bare minimum.

PHOTOGRAPHY STYLE

It is important that all photography used for Eastbourne College follows the same style and guidance for optimal results.

Photography should always take primary position over illustrations as it is a truer reflection who we are.

Some key points to note when choosing photography are:

Do not use stock imagery.

Do use reportage style to create a natural looking environment. This is not relevant for headshots.

Do make it look authentic, rather than staged or forced. Environments and people should reflect 'real life'.

Do make it look positive and energetic where appropriate.

Do make sure shots have a clear focus and subject matter, and do not appear cluttered or chaotic.

Do show a balance of gender and ethnicity within shots.

Please note: photography must be approved by the marketing department. Ensure all rights and permissions have been obtained.

HEADSHOTS

Our headshots should reflect reality and be natural and unposed.

Some key points to consider when choosing photography are:

Do not shoot stiff 'mug shot' style headshots.

Do capture the subject as naturally and relaxed as possible. Uncomfortable, forced smiles say nothing positive about our brand and the people who work to build it.

Do keep the focus firmly on the subject. While the shots may include other people and background activity, they should be an obvious centre of attention.

Do avoid repetitive poses when shooting multiple headshots to appear together. Variation creates a much more natural appearance.

Do vary the shots between those with eye contact and those without. Eye contact is more directly engaging whereas no eye contact feels more like a captured moment. Both can work equally well.
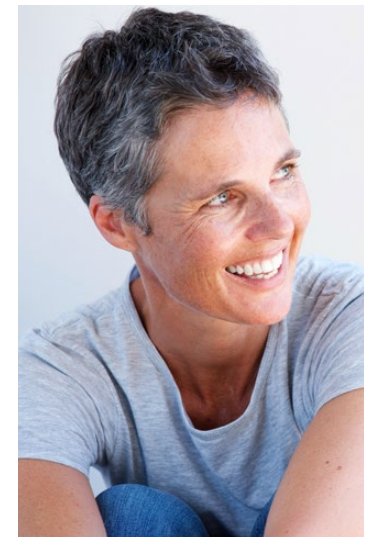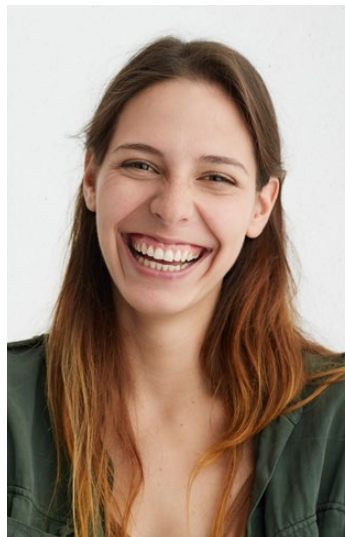
PHOTOGRAPHY AND OVERLAYS

Only in the cases outlined here can a colour overlay be applied to Eastbourne College photography.

Do use where the content is the hero not the image.

Do use sparingly for section headers and within documents.
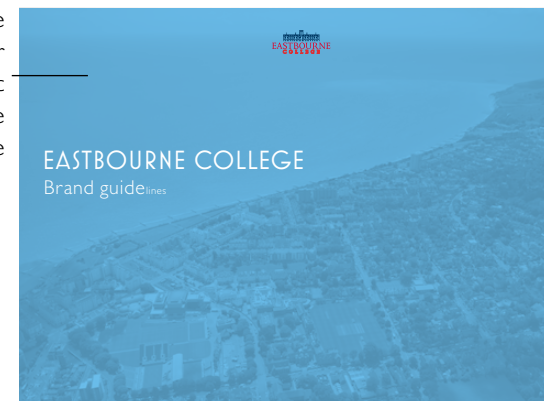
Do use Eastbourne College colours from the primary and secondary palette.

Do not use over busy imagery or headshots.

Do not use any other colours to create a colour overlay.

Use any clear space to position your text and graphic elements to ensure they are legible

EASTBOURNE COLLEGE
Brand guidelines

Depending on the contrast levels in the original, the image should be set to between 20-40% opacity

Colour overlay should be set to multiply. This is possible in Illustrator, Photoshop or Indesign.

Select an image that is either not too busy or has sufficient clear space to allow any graphics or text to be legible

Image should be converted to greyscale

DO'S AND DONT'S

⊗ Do not use imagery that is low quality or pixelated

⊗ Do not add unrealistic filters or effects

⊗ Do not use imagery that is clearly not of the school or surroundings

⊗ Do not use imagery that has not been approved or purchased with correct rights

⊗ Do not use imagery that feels cluttered or too busy

⊗ Do not use imagery that feels depressing or melancholy

⊗ Do not use imagery that is taken from an unnatural angle

⊗ Do not use unrealistic or staged photography

⊗ Do not use imagery that is not relevant or supportive of your message

ILLUSTRATION STYLE

Eastbourne College have
a selection of bespoke
illustrations that have been
designed to support the brand.

These illustrations are to be used sparingly on
school collateral, and only for objects, buildings,
or scenarios where people are not the hero
of the composition.

To achieve greater consistency across the school's
brand assets and present a more premium
feel, a colour overlay should be used with our
primary or secondary colours. However, when
appropriate, for a more playful execution,
illustrations can be used in their full colour
without a colour overlay. Please refer to the
marketing team for guidance.

Only high-quality illustrations, scaled correctly
and derived from the original vector files, should
be used in both internal and external documents.

The college employs third-party agencies
to design the illustrations. Alternative versions
should never be developed and used.

Please note: where people are the hero of the
composition or multiple images are required,
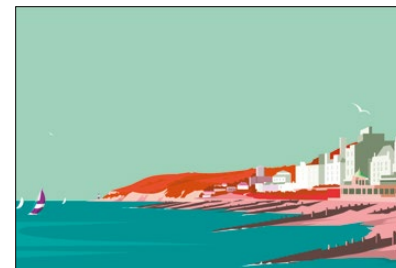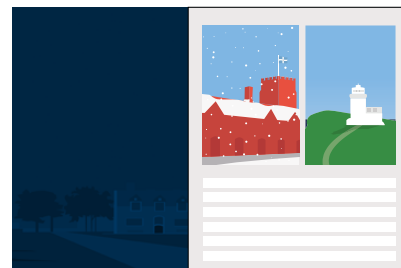use photography instead of illustration.

DO'S AND DONT'S
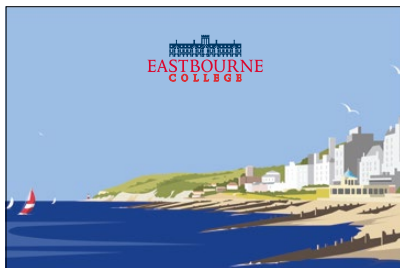
✕ Use correct logo and position

✕ Keep overall aesthetic of image. Do not lose clear space or crop too tight
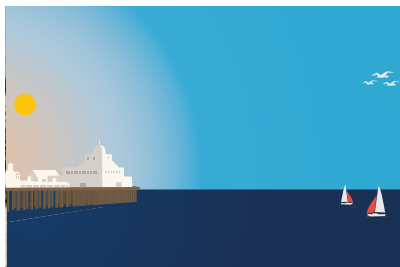

✕ Do not re-colour or distort
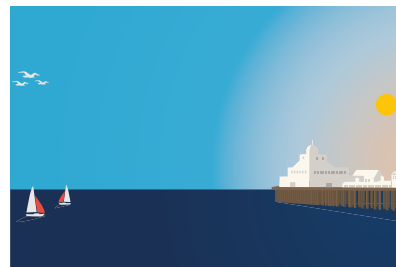

✕ Do not use multiple illustrations on page

✕ Only use as a primary placed image. Do not include any other visual content

✕ Do not overlay with photography or other illustrations

✕ Do not try to re-create or use non-approved illustrations

✕ Do not flip illustrations

✕ Do not edit or add elements to illustrations

ICONOGRAPHY

We have a small set of key icons which are ready to use. It is important that these are not overused and should only appear as a supporting message or navigational signpost when relevant.

The icons are available in both a block and outline style.

The icons may only appear in the primary brand red and blue colours, and also in black or white.
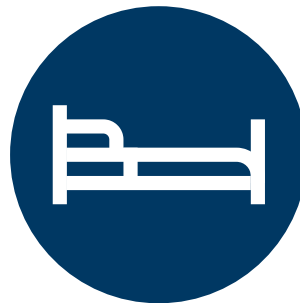
BOARDING
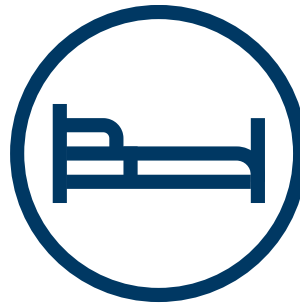
ACADEMIC

PASTORAL

ICONOGRAPHY

THE 21X21 ICON GRID

Please use a 21x21 pixel grid to construct additional icons. This will help keep the line weights and the positioning of elements consistent.

Icons should be kept as simple as possible to ensure they will reproduce at all sizes.

At the minimum size the line weight should be 1pt or 1 pixel.

Line weights should be scaled as you enlarge the logo to ensure they look consistent.
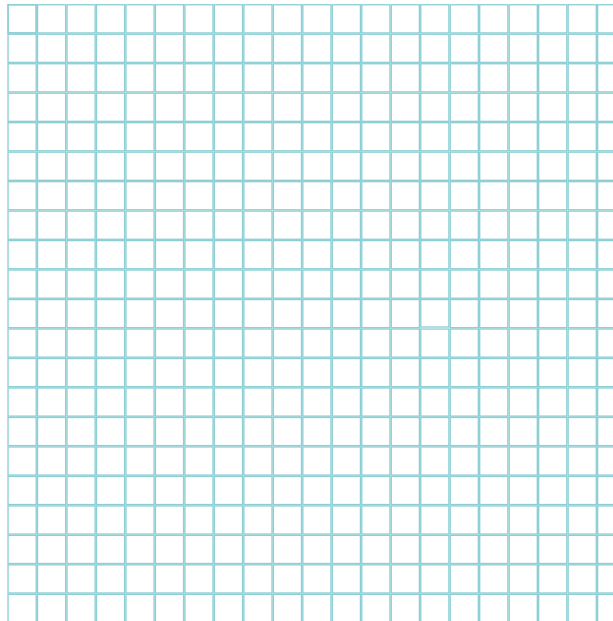
Each square is
1px x 1px or 1pt x 1pt
at minimum size

Minimum size

20px
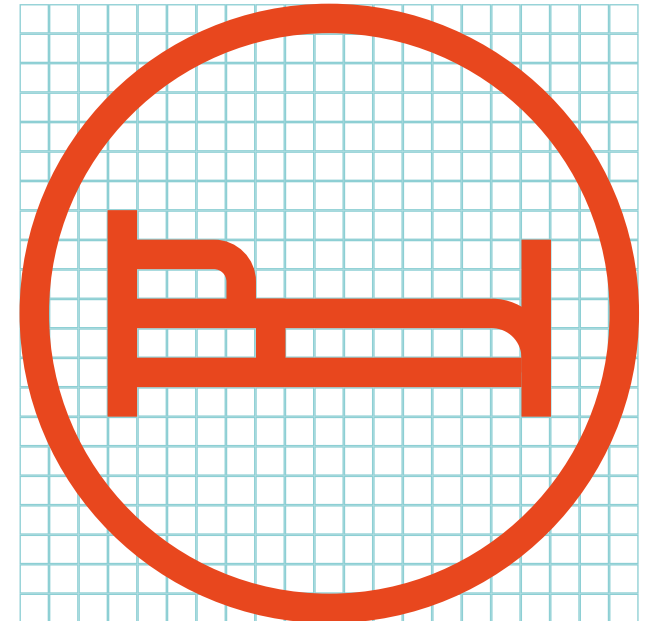
Line weight at
minimum size
1pt/1pxl

63

PICTOGRAMS

Pictograms have been used for specific presentations to provide more dynamic and visual content.

This type of asset is commercially available but care should be taken to re-colour them to reflect the brand colour palette.

SCHOOL BRAND POLICIES

CORPORATE CLOTHING PURCHASE FOR PUPILS AND STAFF POLICY

Objectives

- To ensure all corporate clothing worn by pupils is relevant and where possible, dual purpose

- To ensure an overall consistent, smart corporate image is portrayed

- To promote the Eastbourne College brand

- To ensure all corporate clothing worn by staff is branded and consistent

- To control the number of extras added to parents' bills

- To implement a consistent, planned approach to ordering uniform

- To minimise stock levels held at the School Shop

- To ensure tour clothing is branded appropriately, reflecting both the tour sponsor's branding and the College branding.

Steps for ordering clothing / kit

For any corporate clothing / kit that is worn by pupils or staff, the following steps must be adhered to:

1. Obtain approval from the appropriate committee or person in charge – in most cases, this will be the director of sport, but it may be a trip or activity leader from another department (the latter will tend to be one-off requests to promote or celebrate a particular event)

2. Regarding sportswear, the director of sport will notify the second master about any new kit and / or specific / specialised kit (eg equestrian jackets). The director of sport will be responsible for ensuring quality of clothing and that branding is in keeping with the College strategy

3. Non-sporting requests must then obtain sign off from the second master who will provide guidance on purchasing via the school shop (procurement and retail manager). This may be bulk ordered or may be done by individuals online; procurement and retail manager to decide, arrange and manage.

4. Once permission has been granted by the director of sport and / or second master, the director of sport will communicate with the school shop and copy in the member of staff. All corporate clothing / kit worn by pupils must be bought through the school shop (unless bought individually online via Schoolblazer / PlayerLayer).

5. The school shop (procurement and retail manager) is to source, negotiate, place and co-ordinate all orders; although this may be done online once system set up.

6. School shop (procurement and retail manager) is to provide corporate branding details to suppliers when necessary.

7. School shop (procurement and retail manager) is to obtain samples and proofs (particularly if clothing is to be printed / embroidered).

8. The director of sport will communicate with the second master, marketing, school shop (procurement and retail manager) and member of staff-in-charge if a new sample is being requested and before production begins. Re-orders must be checked by the director of sport and school shop (procurement and retail manager).

9. The school shop (procurement and retail manager) is to receive and process all deliveries unless they are being sourced online by Schoolblazer / PlayerLayer. The procurement and retail manager still retains oversight.

10. The director of sport or activity leader to check with marketing regarding the branding and style of any item of clothing before it is ordered.

CORPORATE CLOTHING PURCHASE FOR PUPILS AND STAFF POLICY

In the past, items of clothing have been produced for a team to be celebrated but these will not be allowed in the future, unless in exceptional circumstances such as a team reaching a national final. In this instance the director of sport will arrange a suitable piece of kit to acknowledge extraordinary achievement. This is to avoid further additional costs being incurred by parents and to negate any high costs relating to small quantities of one-off items.

Budgeting and payment

The system for ordering College 1st team kit and house kit is deliberately and necessarily different. For the major sports, a special system is set up for budget holders to issue from budget specified items (as agreed by DoS – eg socks, caps) to players in the 1st team. Some specified items for certain sports where wear and tear is a problem (eg rugby) are purchased on a rolling programme by the College and pupils have the option of buying the product at a reduced price at the end of the term. The income can be treated as a donation to the Charity and as such can be exempt from VAT. Furthermore, the College is requiring pupils to have and wear the kit, although its purchase is optional. As its purchase is optional, there is a budget to ensure directors of relevant sports (essentially rugby) have enough for the players each year, if, for example, the majority of pupils elect to purchase.

For houses, given the house competition-based formal tops are part of the required / compulsory uniform kit-out for all new pupils, and new Year 9s are provided with an induction-day t-shirt, the remaining items (eg umbrella, hoodie) are optional. More importantly, however, in order to comply with VAT regulations, the sale of this item must be processed through the school shop and trading company. Failure to do this would result in the Charity having to become registered for VAT which would be extremely costly in terms of administration. Finally, but importantly from a pastoral perspective, we want and expect hsms to spend the minimum amount of time dealing with the administration of this – hence it is passed to the shop which makes a small mark up to pay for that time and resource. As much hsms time should be spent directly managing and caring for pupils.

Guidelines for using the corporate logo on corporate clothing / sportswear

It is always necessary to see a proof of any garment design before production commences to ensure that it has been translated correctly. The proof of any garment design must be signed off by the second master, marketing, the school shop and the teacher in charge.

- The director of sport and the College has developed a clear visual distinction for the sports clothing of the two groups, namely pupils and staff.

- Therefore, it is essential that all pupils' sports clothing and all staff sports clothing should be designed with the director of sport at the College and the relevant supplier, with approval from the second master, school shop (procurement and retail manager) and director of marketing & admissions.

- Primary colours must be used or the Ocean Blue Pantone 2945C (subject to approval by marketing). There should not be a plethora of colours used in any item of clothing or equipment. There needs to be a very good reason and rationale for introducing any new colours to the uniform or sports clothing. This must be agreed with the second master, school shop, director of marketing & admissions (and the director of sport when sports clothing is involved). Please refer to the main part of the brand guidelines for approved colours.

CORPORATE CLOTHING PURCHASE FOR PUPILS AND STAFF POLICY

Guidelines for using producers' logos on corporate clothing

• It is recognised that sports coaches, in particular, wish to equip their teams with the most up-to-date, suitable attire that is available on the market, and the College supports a policy of using a number of appropriate suppliers in liaison with the school shop. During 2014 / 15 and then again in 2019, a thorough review of the key sports kit suppliers was conducted and the College appointed a top-of-the-range kit supplier with effect from March 2015 (contract renewed in 2020). It should be noted that any additional kit requests are very carefully considered and are kept to an absolute minimum. PlayerLayer has a range of products with different costs which can be chosen according to need. We have an online sales arrangement for equipment-type kit with Grays.

• Ideally the College wishes to avoid third party corporate / manufacturers branding to appear on any part of the school sportswear but appreciates that in certain circumstances, the items may not be available to purchase without a manufacturer's branding. Any third party manufacturer's branding should be discrete, either on the sleeve or of a modest size at the front so that it does not dwarf the College branding.

In cases where the clothing will have some third party branding, it is essential that either very clear visuals or a physical sample is sent by the manufacturer before an order is placed so that the branding can be viewed at every angle. The article must then be approved by one / all of the following: the second master, director of sport, the director of marketing & admissions, the procurement and retail manager.

Guidelines for using sponsorship logos on corporate clothing

With any tours, the College recognises that it is important to approach companies to try to secure sponsorship of tour kit in particular, and that, as part of the deal, appropriate credit is given to sponsors. However, it needs to be made very clear that any logo or branding from a sponsor must not be bigger or more dominant than the Eastbourne College branding. Ideally, if the kit is a shirt, the branding should be either on the upper sleeve or if at the front, of a modest size that does not dwarf the College branding.

If a member of staff in charge of a particular sport is considering any other sponsorship arrangement involving third parties, this should first be discussed with the director of marketing & admissions and the director of sport as there are extensive implications that need to be considered.

Please liaise with the director of marketing & admissions and the director of sport concerning the size of the sponsor's logo and its relative position with the Eastbourne College branding before agreeing with any sponsor.

CORPORATE CLOTHING PURCHASE FOR PUPILS AND STAFF POLICY

The crest

For most sport clothing items, the College crest and the wording EASTBOURNE COLLEGE is on the front of the garment. The crest in monochrome gold is used on our Y9-11 uniform.

Any sport wishing to have the sport (eg squash) may do so under EASTBOURNE COLLEGE using the guidelines provided. It must not appear on the back of the garment.

For most shirts, training tops and tracksuit tops etc 'Eastbourne College' is required on the back of the garment and the preferred style is to use two lines of text (again as per the illustration on page 9 of the brand style guide).

The same crest is monochrome gold on the junior school uniform (from 2020) and on the junior school book bag.

House ties, hoodies, colours and kit

Please refer to the House ties, colours and kit policy

Date of this policy: Mar 2021

Policy drawn up by: CWS

Date of next policy review: Feb 2023

Date for publication of revised policy: Mar 2023

HOUSE TIES, COLOURS AND KIT

Objective

- To ensure that there is a more consistent, smart corporate image for house ties.

- To portray a more coherent and distinctive house kit style across the school.

- To introduce a Pantone reference for each house colour.

- To control the number of extras added to parents' bills.

Background

In the past, there was a plethora of slightly different ties that were worn around the school (including tour ties, sixth form ties etc) but these have been gradually phased out.

In addition, there have been a large number of different styles of house kit, with varying quality from a number of suppliers. Consequently, the colours have varied from one house to another and from one year to another. There has also been a variance in the house kit that has been supplied to pupils from one house to another.

HOUSE TIES, COLOURS AND KIT

Ties

From 2021, girls house ties are being phased out. However, if a girl wishes to wear a tie/identify as a boy s/he will have to wear the 'old style' girls house ties. These are the same style as 6 form girls house ties (as of September 2020) and currently still being worn by Years 10-11 until September 2021.

Houses

Only boys wear ties. They may either wear their own house tie or a tie representing an award which they have gained. Each boys house has a 6 form house tie and a Years 9-11 house tie.

All junior house ties have a consistent white stripe within the design, as well as the house colour. 6 form house ties use the same Pantone stripe on a plain dark blue tie.

Lanyard	Optional Tie	
		Blackwater House Fuscia pink
		Nugent House Red
		School House Royal blue
		Watt House Yellow

Lanyard	Junior Tie	6 Form Tie	
			Craig House Orange, white and navy wide stripe
			Gonville House Light pink, white and navy wide stripe
			Pennell House Purple, white and navy wide stripe
			Powell House Lime green, white and navy wide stripe
			Reeves House Light blue, white and navy wide stripe
			Wargrave House Green, white and navy wide stripe

HOUSE TIES, COLOURS AND KIT

College awards

Ties and pins representing various awards and colours can be seen here.
As girls do not routinely wear ties, they will be awarded a pin / badge having won the award. But they may wear a tie if they prefer.

Sport ties (all years, boys only)

There are two ties available pending the pupil status.

Full Colours
Navy silver stripes

Half Colours
Navy three silver stripes

Creative Arts (all years, boys only)

There are two ties available pending the pupil status

Full Colours
Navy and soft gold stripes

Half Colours
Navy and three soft gold stripes

Badges and pins

In the absence of wearing a tie, girl pupils can wear a badge or a pin should it be relevant.

Sport

There are two badges available pending the pupil status.

Full Colours
Stag enamel badge navy and silver

Half Colours
Enamel rosette badge navy and silver

Creative Arts

There are two badges available pending the pupil status

Full Colours
Stag enamel badge navy and rose gold

Half Colours
Enamel rosette badge navy and rose gold

Scholars

Tie
Gold Stag set between parallel gold stripes embroidered on navy

Pin
Gold Stag on navy, metal pin

Prefects

Tie
Light blue crest embroidered on navy

Pin
Full crest on light blue, metal pin

HOUSE TIES, COLOURS AND KIT

House colours and house kit

House colours

House	Pantone ref
Blackwater	fuchsia - 'Rhodamine Red'
Craig	orange - 1585C
Gonville	pink - 182C
Nugent	red - 032C
Pennell	purple - 267C
Powell	bright green - 375C
Reeves	pale blue - 283C
School	royal - 293C
Wargrave	emerald - 3415C
Watt	yellow - 123C

In every case, the primary colour for any house kit must be the house Pantone reference number and if there is a secondary colour, the secondary colour must be navy (please refer to the main section of the Brand Guidelines).

House kit

Pupils must purchase and wear a standard house strip (shirt and socks) (currently from PlayerLayer) for all inter-house competitions.

- Hsms wishing to purchase house hoodies should do so through the procurement and retail manager. House hoodies are optional for pupils and different house hoodies should not be produced each year. Pupils will be charged the full cost of house hoodies. In addition, house tracksuit bottoms are an optional item.

- Some years, the College supplies new Year 9 pupils with a cotton t-shirt in the house colour to wear at induction day. This is arranged via the procurement and retail manager, admissions and hsms. These t-shirts should not be used for house competitions.

- Note neither the house strip (shirt and socks), the house hoodie nor the cotton t-shirt must ever be worn for routine College sports training or fixtures. It may only be worn casually or for inter-house events.

- Although not essential, it is desirable for house staff to wear house logo-ed clothing as a way of showing pride for their house. Therefore, hsms are authorised to use the running account or house subs* to purchase house logo-ed clothing (eg ties, multi-sport top) and equipment (eg umbrella) from the school shop for house staff as follows:

a. Hsms – one issue of each item paid for by the College*

b. Matrons – one issue of each item paid for by the College*

c. Tutors and resident house tutors – one issue of each item paid (at discounted price) half by house accounts* and half by the tutor (50-50 split).

- Hsms should be mindful of the cost of any new house kit to parents. House hoodies and tracksuit bottoms are the only significant items which should be offered to parents. The second master should be consulted before ordering any other items.

- All ordering of any additional house items must be via the procurement and retail manager from the hsm, using the house Pantone reference. Ordering through the P+R Manager will help reduce costs within a legal framework*, establish economies of scale for the College and parents, and also improve the transparency of accounting.

- Any house crests must be approved and agreed with marketing, the second master and procurement and retail manager. House names and crests on any additional items are fine but there should be no EC crest / name on them. In addition, the College stag should not be used on any house kit (t-shirts, hoodies etc).

HOUSE TIES, COLOURS AND KIT

* The system for ordering College 1st team kit and house kit is deliberately and necessarily different. For the major sports, a special system is set up for budget holders to issue strips to players in the 1st team. This is budgeted and pupils have the option of buying the product at a reduced price at the end of the term. The income can be treated as a donation to the Charity and as such can be exempt from VAT.

Furthermore, the College is requiring pupils to have and wear the kit, although its purchase is optional. As its purchase it optional, there is a budget to ensure directors of relevant sports have enough for the players each year, if, for example, the majority of pupils elect to purchase.

For houses, given the house formal tops are part of the required / compulsory uniform kit-out for all new pupils, the remaining items (eg umbrella, hoodie) are optional. They are "nice to haves". More importantly, however, in order to comply with VAT regulations, the sale of this item must be processed through the procurement and retail manager and trading company. Failure to do this would result in the Charity having to become registered for VAT which would be extremely costly in terms of administration.

Finally, but importantly from a pastoral perspective, we want and expect hsms to spend the minimum amount of time dealing with the administration of this – hence it is passed to the procurement and retail manager which makes a small mark up to pay for that time and resource. Hsms time must be spent directly managing and caring for pupils.

Hsms are encouraged to assign the collation of pupil sizing to a house prefect, getting each pupil to sign by their name. The overall list can then be handed to the procurement and retail manager for ordering and issue.

Leavers hoodies and OE kit

Most years, the procurement and retail manager coordinates the sizing and purchase of leavers hoodies with the help of hsms and heads of houses, alongside the Leavers' Yearbook. These items and other OE items of kit and clothing should not be purchased until late June and should not be worn until after Speech Day.

Date of this policy: July 2017 (original version)

Policy last updated: May 2021

Policy drawn up by: CWS / GLC

Date of next policy review: April 2022

Date for publication of revised policy: May 2022

HOUSE TIES, COLOURS AND KIT

Annexe 1 House Crests

Changes must not be made without prior consultation and permission from the second master

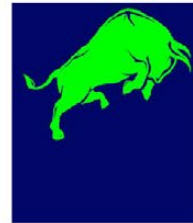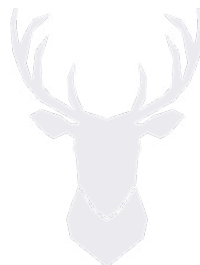|				
BLACKWATER	CRAIG	REEVES	POWELL	WARGRAVE
SCHOOL	WATT	NUGENT	GONVILLE	PENNELL

Annexe 2 College Year 9 Induction day logo - the stag logo can be used in these 4 colours.

EASTBOURNE COLLEGE HOUSE STYLE

Contents

EASTBOURNE COLLEGE HOUSE STYLE

I General

1.1. Abbreviations, acronyms, contractions, ellipses, full stops, initials, post-nominals

- Abbreviations and contractions do not have full stops. Examples:
  - Co Dr Inc Mr Mrs St v
  (for versus, note not vs)

- Acronyms and post-nominals are closed up with no spaces or full stops. Examples:
  - BA BBC BEd MSc OBE

- Examples of some acronyms used in the college:
  - eRC (note: lower case 'e' at start)
  LRC OE SMT

- Do not use apostrophes in plurals. Examples:
  - eRCS GCSEs OEs hsms hods

- Do not use full stops after the following:
  - eg etc ie

- Initials in names are closed up with no spaces or full stops. Example:
  - Mr CW Symes

- Full stop at the end of a sentence is followed by one space only. Like this.

- Use ellipses sparingly (an ellipsis is usually three dots to indicate omission of text, often used in a quotation). Do not use to indicate a sentence trailing off into nothing… (like this)

- Wifi

1.2 Apostrophes

- Both of these are being used as adjectives, not possessives, so no apostrophe is needed:
  - boys house
  - girls hockey

- These are possessives so normal rules for apostrophes apply:
  - the girl's books (one girl)
  - the girls' books (more than one girl)

- When two or more nouns are used, use the apostrophe only on the final one:
  - Tom and Jerry's house
  (not Tom's and Jerry's house)

- Do not use an apostrophe in its when used as a possessive:
  - The book was damaged and its pages are creased

- Do use an apostrophe when it's indicates it is:
  - The book was damaged and it's creased

- Check for correct use of apostrophes in proper names, which can vary. Examples:
  - St Andrew's prep
  (use of apostrophe is correct)
  - University of St Andrews
  (no apostrophe is correct)

- Do not use apostrophes with acronyms in the plural:
  - OEs FAQs eRCs

- Do not make a plural with an apostrophe (known as the grocer's apostrophe):
  - Bananas year 9s (though we would probably say: pupils in year 9)

- Be consistent here (ie no second 's'):
  - Nicholas' work, St James' Palace, Brahms' Requiem

1.3 Dates, times and historic references

Times:

- Full hours and minutes, separated by a full–stop, no space between number and 'am' or 'pm':
  - 10.00am 1.00pm 5.30pm (NOT 10am or 2pm or 14:00)
  - note, for clarity, 12noon (and 12midnight) (NOT 12am 12pm 12:00 or 24.00)

Days:

- Use 'day month year': 23 September 2016

- Do not use ordinals in dates such as '5th November' or 'the first of April'

- If you use an ordinal then it should be on the baseline, so 150th anniversary

- Decades, both of these are permissible, but be consistent within the article / document:
  - 1960s (no apostrophe)
  - the Sixties (capitalised)

- Centuries, both of these are permissible, but be consistent within the article / document:
  - the nineteenth century (lower case)
  - the 20th century (NOT '20th century' with superscript)

Ranges of years:

- Same century: first year in full and the last two digits of the second year, with an en dash (not a hyphen):
  - 1980–85 (no spaces around en dash)

- Across centuries: use both years in full, with an en dash:
  - 1999–2001 (no spaces around en dash)

Wars:

- First World War (NOT 1st World War, World War One, World War 1 or WWI)

- Second World War (NOT 2nd World War, World War Two, World War 2 or WW2)

- Subsequent references to 'the war' (lower case)

1.4. Hyphens and en dashes

- Use the hyphen (dash) in an adjectival phrase before a noun. Examples:
  - a state-of-the-art phone
  - a run-of-the-mill production

- Otherwise, do not hyphenate such phrases. Examples:
  - the phone was state of the art
  - the production was best described as run of the mill

- Use a hyphen to avoid confusion. Examples:
  - 'a group of 13-year-old girls' (an unknown number of girls aged 13) is not the same as
  - 'a group of 13 year-old girls' (girls aged one, totaling 13 in number)
  - 'a man-eating tiger' is an animal with a taste for humans
  - 'a man eating tiger' is a human having an exotic meal

- Do not use a hyphen where the first part of an adjectival phrase is an adverb ending in –ly. Examples:
  - finely tuned ear
  - highly respected teacher

- Do use a hyphen where the first part of an adjectival phrase is an adverb not ending in –ly. Examples:
  - well-thumbed book
  - half-eaten sandwich

- Use closed-up en dashes in ranges of dates. Example:
  - 2010–15

- Use spaced en dashes as an alternative to round brackets or commas. Example:
  - He was – as far as I could tell – the captain

EASTBOURNE COLLEGE HOUSE STYLE

1.5. Italics

- Titles of publications. Examples:
  - *The Daily Telegraph*
  - *The Old Eastbournian magazine*
  - *The Times*

- Titles of books, films, musicals, plays etc. Examples:
  - Shakespeare's *Romeo and Juliet*
  - *Cabaret* by Kander and Ebb
  - the novel *Wuthering Heights*

- Titles of musical pieces, songs etc. Examples:
  - Lennon and McCartney's *Yesterday*
  - Parry's *I Was Glad*

- Ship names:
  - HMS *Marlborough*
  (note: 'HMS' is not in italics)

1.6. Letter style, report style and tone

- No comma is needed after the salutation (as long as this is consistent with no comma after the sign-off line). Examples:
  - Dear Mrs Smith and then With best wishes (use this rather than 'Yours sincerely' or 'Yours faithfully')
  - Dear Parents (don't put 'and Guardians' unless necessary) and then With best wishes

- When addressing eg parents use full names for staff (eg 'Cris Symes will be in charge' rather than 'Mr Symes')

- Use an appropriate tone for addressing adults

- In reports on pupils, we are addressing the parents, so do not use phrases such as: 'Keep it up, Tommy!'

- Remember in emails / letters that we are usually addressing parents, so do not use 'shouty language' such as: You MUST send these forms back by this Friday. forget that you are not addressing the pupils, so this is not suitable: 'Do not forget your passport.' Whereas: 'Pupils should bring their passport.' (Note passport singular)

1.7. Lists

- List items and names in alphabetical order, even those within a sentence. Examples:
  - he studied geography, history, Latin and mathematics
  - he visited France, Germany, Italy and Switzerland
  - your daughter / son

- But you can list items in chronological order, if appropriate. Examples:
  - first he studied mathematics, then Latin, history and geography in each successive term
  - he visited Germany, then France, Switzerland and Italy, before returning home

1.8. Measurements

- Use metric unless the circumstances demand imperial

- No space between number and metric measurements. Examples:
  - 2.4cm
  - 400m
  - 5km

- But, spell out litres to avoid confusion with letter l and number 1:
  - 11 litres

- Put a space between number and imperial measurements. Examples:
  - 10 miles
  - 200 yards

EASTBOURNE COLLEGE HOUSE STYLE

1.9. Numbers

- Spell out numbers one to ten (unless being used in measurements or sports or exam results). Examples:
  - he scored three goals
  - he ran 10m
  - the final score was 3–2
  - her exam results were three 4s; she managed a grade 6

- Use numerals for precise numbers above ten. Examples:
  - there are 18 boys and girls in the class
  - there were nine places but 15 people arrived

- Use words for imprecise numbers above ten. Examples:
  - about a thousand people were in the crowd
  - the house was built roughly five hundred years ago

- Spell out ordinals first to tenth (unless being used in sports teams). Examples:
  - they came fifth overall
  - the 1st XV won every match (not 1st in superscript)

- Do not start a sentence with a numeral if it can be avoided; spell out the number or rephrase

- Use 'per cent' in text and '%' in graphs or tables

1.10. Quotations

- Use single quotes first, then double quotes inside. Examples:
  - 'I asked Ann where she was and she told me she was in the kitchen,' Peter said.
  - Peter said, 'I asked Ann where she was and she replied, ''In the kitchen'', so I followed her in.'

1.11. Spelling, word usage and general comments

Preferred usage:	Do not use:
the suffix –ise (eg authorise)	the suffix –ize (eg authorize)
amid	amidst
among	amongst
benefited, benefiting	benefitted, benefitting
focused, focusing	focussed, focussing
while	whilst
almost	all most
altogether	all together
alright	all right

Some common confusions in word usage

Affect and effect (noun)

'Affect' as a noun means someone's outward appearance of their psychological state. Example:
- His affect was one of cheerful indifference

'Effect' as a noun means the impact something causes. Example:
- The storm had wide-reaching effects

Affect and effect (verb)

'Affect' as a verb means to have an impact on or to change something. Example:
- A glass of brandy may affect his recovery (meaning: may have an impact on whether he recovers)

'Effect' as a verb means to bring about or to have the result that something happens. Example:
- A glass of brandy may effect his recovery (meaning: may bring his recovery about)

Compared to / compared with

'Compared to' highlights a similarity. Example:
- Shall I compare thee to a summer's day?

'Compared with' highlights the difference. Example:
- I compared the blue pen with the red one and the blue one was cheaper

Infer and imply

'Infer' means to read meaning into a statement, or to read between the lines. Example:
- He told me that my hat was too small; I inferred he was saying that I had a big head

'Imply' means to suggest something without being explicit, or to hint at. Example:
- He told me that my hat was too small; he was implying that I had a big head

EASTBOURNE COLLEGE HOUSE STYLE

Less and fewer

'Less' is used to describe amounts of things. Example:

- I have less sugar in my tea these days

'Fewer' is used to describe numbers of things (ie countable nouns). Example:

- I have fewer sugar lumps in my tea these days

Only

'Only' should be positioned immediately in front of the word it is qualifying. These examples have different meanings according to the position of 'only':

- Only the bishop ate the cakes (meaning: the bishop was the only one to eat the cakes)
- The only bishop ate the cakes (meaning: he was the only bishop there)
- The bishop only ate the cakes (meaning: he didn't do anything else with the cakes except eat them)
- The bishop ate only the cakes (meaning: he didn't eat anything apart from the cakes)
- The bishop ate the only cakes (meaning: he ate the only cakes that were there)

Practice and practise

'Practice' is a noun or adjective. Examples:

- the boy went to rugby practice yesterday
- the dentist's practice on College Road
- he had a practice run

'Practise' is a verb. Examples:

- he had to practise rugby yesterday
- the dentist practised in Eastbourne

Principal and principle

'Principal' is a noun or adjective. Examples:

- the principal cause of his success (adjective meaning first in rank or importance)
- the principal of the university (noun meaning chief in an organisation)

'Principle' is a noun meaning fundamental truth or law, or personal code of conduct. Examples:

- the principle of relativity
- a man of high principles

Unique

'Unique' is an absolute, so do not describe a thing as 'very unique' or 'almost unique'.

General comments

Exclamation marks

Should be used very sparingly and only when a sense of humour is implied (which will be rare in official documents)

Think minimalist and aim for clarity and clean-looking script so

Avoid capital letters, italics and bold where possible

Use 'and' and not &

EASTBOURNE COLLEGE HOUSE STYLE

2. College specific

2.1. Buildings, events, places, societies,
(see also 2.7 Houses)

Capitalised:

the Arnold Embellishers

the Ascham (pronounced Askam) Centre

Beresford

Big School

the Birley Centre

the Casson Gallery

the Cavendish LRC

the Chapel

Chapel Yard

the Cloisters

the College

College Field

the College Theatre

the Dell

the Devonshire Society

the Donald Perrens Foyer

Covid-19

the Eastbournian Society

Foundation Day

the Headmaster's House

the Howell Pavilion

the Jennifer Winn Auditorium

the Le Brocq Studio

Links

Memorial

the Nugee Building

Powell Dining Room

the Rule Centre

the Senior Common Room

Speech Day

the Warren Atrium

the Winn Building

[Name] House

Lower case:

the archives

the auditorium

the bursary

the dining hall

the DT centre

the field

the foyer

the house

the language laboratory

the learning resources centre

the library

the medical centre

the pavilion

the recording studio

the school

the science centre

the society

the sports centre

the theatre

EASTBOURNE COLLEGE HOUSE STYLE

2.2. CCF

Capitalised:

A Company, B Company etc

Army section

CCF

Combined Cadet Force

MOD

RAF section

RN section

Royal Navy Fleet Air Arm

Lower case:

the air force

the army

cadet

field day

the navy

summer camp

Italics:

HMS *Raleigh* (note 'HMS' not in italics)

Ranks:

Cadet Corporal

Cadet Lance Corporal

Cadet Sergeant

Capt

Col

Colour Sergeant

Contingent Commander

Contingent 2IC

Fl Lt

Flg Off

Lt

Lt Cdr

NCO

OC (Officer Commanding)

Sgt Maj

SSI (School Staff Instructor)

2/Lt (Second Lieutenant)

WO2 (Warrant Officer)

2.3 Chapel

Capitalised:

Chamber Choir

Chapel Choir

Chapel service

Chaplain the Revd David Ibbotson (title)

Evensong

Lower case:

anthem

the chaplain

the choir

processional hymn

2.4 Departments and subjects

Department names with first letter in upper case. Examples:

Design and Technology Department (can also be abbreviated to DT Department)

Economics and Business Studies Department

Modern Languages Department

EAL Department

EASTBOURNE COLLEGE HOUSE STYLE

Subjects in lower case. Examples:

business studies

design and technology (DT)

geography

Acronyms in upper (capitalised) and examples of subjects which have upper case first letter:

DT

EAL

English as an additional language

English literature

French

German

Latin

PE

Spanish

2.5 Drama

Names of productions in italics,
eg *Romeo and Juliet*

Do not use italics for: Year 9 drama,
the Dell play

2.6 Exams

A-level, AS-level, GCSE

GCSEs (no apostrophe in plurals)

2.7 Houses

Style:

eg, Reeves House (House is capitalised)

but use 'the house' (lower case)

boys house, girls house (no apostrophe)

day house

boarding house

Arnold	Arnold girls
Blackwater	Blackwater boys (OEs); Blackwater girls
Craig	Craig boys
Gonville	Gonvillians
Nugent	Nugentians
Pennell	Pennellians
Powell	Powellians
Reeves	Reeves boys
School	School House boys (OEs); School House girls
Wargrave	Wargravians
Watt	Watt girls

2.8 Music

Capitalised:

Battle of the Bands

the Birley Centre

Chamber Choir

Chapel Choir

Grade 8 etc

Jazz Band

String Orchestra

Symphony Orchestra

Pro Music

Young Musicians of the Year Competition

Lower case:

the choir

the orchestra

Names of musicals, film themes in italics: *Cabaret, The Big Country*

Names of music pieces in italics: Parry's *I Was Glad*, Lennon and McCartney's *Yesterday*

EASTBOURNE COLLEGE HOUSE STYLE

2.9 Old Eastbournians

Style:

Put the house and years in full. If years cross a century, use full years, otherwise abbreviate the second year to two digits. Examples:

- Albert Smith (Pennell 1955–57)

- Angela Smith (Watt 1999–2004)

These houses are no longer in use, but may be used in reference to OEs:

Crosby

Day Boy

Eastbourne Branch

Home Boarder

Tenby Lodge

2.10 Publications

Capitalised, not italics:

the Blue Book

the White Book

Capitalised, italics:

The Eastbournian

The Old Eastbournian magazine

Lower case, no italics:

the annual information booklet

the prospectus

Titles of books, italics:

He read Jane Austen's *Sense and Sensibility*

2.11 Pupils (see also 2.6 Exams, 2.7 Houses, 2.12 Sport, 2.15 Year groups)

Style:

pupils, NOT students

Capitalised:

Circus

DT scholar

Duke of Edinburgh's Award

DofE Award

Eastbourne Schools Partnership

ECHO (Eastbourne College Help Overseas)

Forbes Wastie Award

Gold Arts Award

Head of House (see 2.14 Titles)

Head of School (see 2.14 Titles)

Headmaster's Challenge

Headmaster's Commendation (but Hm's Commendation in eRCs to save space)

Lower Sixth Arts Festival

Lower Sixth Awareness Day

Nigel Wheeler sports scholar

S@S (Service at School)

School Council

Show Hsm

Lower case:

academic scholar

art scholar

commendation

drama scholar

gap year

gold award (DofE)

hon sec

hsm

music scholar

prefect

silver award (DofE)

sports scholar

EASTBOURNE COLLEGE HOUSE STYLE

Lower case and hyphenated:

co-curricular

co-educational

extra-curricular

2.12 Sport

Style:

Names of all sports are written in lower case: cricket, fives, rowing etc

girls hockey, boys tennis etc (no apostrophe)

rugby 7s, NOT sevens

soccer or football (preference is for football)

1st XV (NOT First or 1st)

U14A etc

Scores, no spaces between numbers and hyphen: 5-0

Put squad and team lists in alpha order of surname

Capitalised:

Astroturf

Beresford

College Field

Colts

Links

Memorial

Nigel Wheeler sports scholar

Stags

Tigers

Lower case:

captain of rugby etc

colours

Hyphenated:

fly-half

full-back

half-back

half-time

line-out

play-off

quarter-final

runners-up

semi-final

vice-captain

wicket-keeper

Not hyphenated:

cross country

hat trick

water polo

One word:

midfield

touchline

2.13 Terms

Style:

Michaelmas term

Lent term

summer term (not capitalised)

community weekend

exeat (not capitalised)

flexible weekend

half term (not hyphenated)

leave out (not hyphenated)

EASTBOURNE COLLEGE HOUSE STYLE

2.14 Titles

Job titles / pupil offices are capitalised when used as a title, otherwise in lower case – see usage below

Assistant Head

Bursar

Chairman of Governors

Chaplain

Deputy Head

Director of Music

Finance Bursar

Head of House

Head of School

Head of [Department]

Headmaster

Housemaster / mistress

Hsm

President

Registrar

Vice-Chairman of Governors

Vice-President

Capitalised in usage like this:

'…she spoke to Headmaster Tom Lawson…'

'…he went to see Housemistress Alison Tutt and…'

'…the Chairman of Governors Philip Broadley said…'

But lower case in usage like this:

'she spoke to the headmaster, Tom Lawson, who said…'

'looking further ahead, Sarah Gordon, head of futures, will be present…'

'…he went to see his hsm…'

'The hods were all present.'

'…the chairman of governors said…'

Hyphenated:

full-time

part-time

2.15 Year groups

Year 9, Year 10, Year 11 – plural is Year 9s (no apostrophe)

(Y9 etc in eRCs and are used in eg the White Book to save space)

Lower Sixth, Upper Sixth (capitalised), sixth form, sixth formers (not capitalised)

(6 form, L6, U6 in eRCs and are used in eg the White Book to save space)

CONTACT US

Please do not hesitate to get in touch with the
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