



Wimbledon College

Briefing for Parents

September 2025

College Prayer

Lord,
teach us to be generous:
to serve you as you deserve;
to give and not to count the cost;
to fight and not to heed the wounds;
to toil and not to seek to rest;
to labour and to ask for no reward
save that of knowing we do your will.
Amen.

The mission of Jesuit Schools in Britain

Our schools are centred on the person of Jesus Christ and our students are helped and encouraged to take him as their companion and model; to grow in his likeness, becoming men and women of faith who are men and women for others.

They are encouraged to develop their many individual gifts and talents to the full; and to build, in collaboration with all people of good will, the kingdom of God: a kingdom of justice, love and peace.

The mission of Jesuit Schools in Britain

In our schools we commit to ensuring that:

- Each person is offered a spiritual and religious formation in the Catholic Christian tradition and encouraged to deepen a relationship with God.
- Each person is nurtured, supported and challenged to realise their full academic and human potential.
- Each person is encouraged to develop their moral conscience, to challenge injustice, to have the courage to do what is right and be men and women for others.
- Each person is welcomed into our school community, belongs to it and knows that it is part of a global network of Jesuit schools which share a common mission.

Rhetoric Results Day



Rhetoric Results

A Level

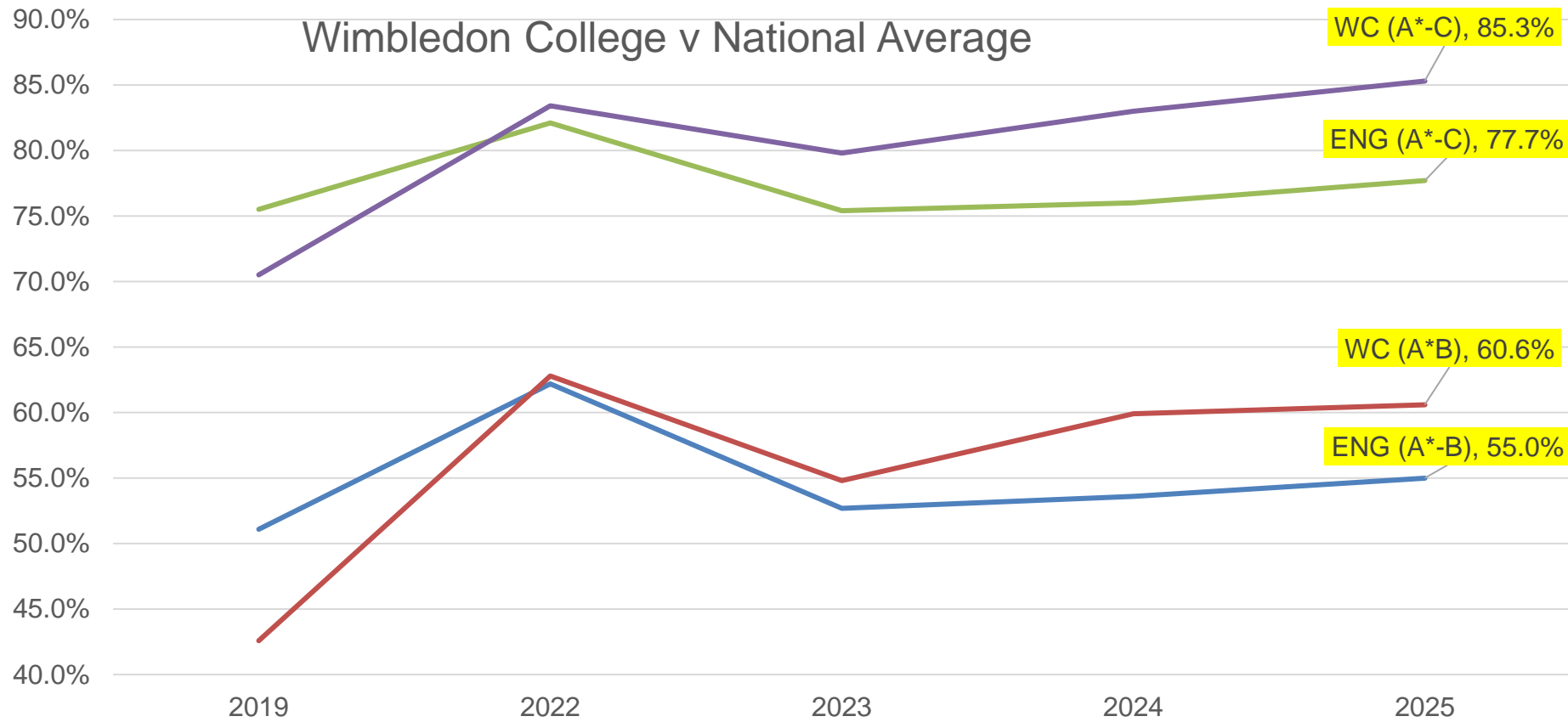
		<i>England</i>	<i>Male England</i>
A*/A	33.6% [27.8,21.5,19.2]	28.2 [27.6,26.5,25.2]	28.4 [27.4,26.4,25.2]
A*/B	60.6% [59.9,54.8,42.6]	55.0 [53.6,53.7,51.1]	53.4 [51.5,50.6,49.4]
A*/C	85.3% [83.0,79.8,70.5]	77.7 [76.0,74.5,75.5]	75.8 [73.7,73.1,73.3]

**2024, 2023, 2019 in brackets*

Vocational

D*/D	46.0% [50.7%,45%,31.2%]
D*-M	92.0% [88.4%,90%,70.8%]
D*-P	100% [100%,100%,100%]

Rhetoric Results



Rhetoric Results

- Harry 4A*
MORSE at the University of Warwick
- Nicholas 4A*
Computing at Imperial College, London
- Jack 4A*
Economics at the University of Warwick
- Conor 4A*
Mechanical Engineering at Imperial College, London
- Sammy 3A*, A
Mathematics at the University of Bath
- Franek 2A*, 2A
Finance at LSE
- James 2A*, 2B
Mechanical Engineering at the University of Bath

Rhetoric Results

- Oskar 2A*, A
Mechanical Engineering at the University of Bath
- AJ 2A*, A
Mechanical Engineering at the University of Manchester
- Lucas 2A*, A
Animation at UWE, Bristol
- Damian 2A*, A
Gap Year
- Diego A*, 2A
Physics at UCL
- Giacomo A*, 2A
Civil Engineering at the University of Bristol
- Kacper A*, 2A
Finance, Accounting & Management at the University of Nottingham

Rhetoric Results

- David D*D* & A,B [A level]
Accounting & Finance at Queen Mary, University of London
- Aleks D*,D*,M
Gap Year
- Leo D*,D & D [A Level]
Business Management at University of Surrey
- Emmanuel D*,D,M
Sport Management at the University of Portsmouth
- Eoin D*D & E [A level]
Gap Year

Destinations

118 students placed at university

43 different universities

Including: Bath, Bristol, Cardiff, Durham, Imperial, LSE, Leicester, Loughborough, Manchester, Newcastle, Oxford, Queen Mary's London, Queen's Belfast, York, UCL, University of the Arts, UWE

Most popular universities

University of Surrey	15
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University of Portsmouth	7
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University of Exeter	7
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University of Nottingham	7
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University of Southampton	5
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King's College London, Nottingham Trent, University of Leeds, University of Warwick, University of Reading - all with 4

Destinations

- Accounting / Finance 14
- Engineering [Aeronautical/ Aerospace/ Chemical/
Civil/Electrical/Mechanical] 14
- Business and Management 10
- Law 10
- Geography 9
- Biomedical Engineering/ Genetics/Sciences 8
- Mathematics 4
- Philosophy/Politics/PPE 4

Other subjects include Acting for screen, Aviation Management & commercial pilot training, Biochemistry, Chemistry, Computing, Economics, English, Games Design, Medicine, History, Modern Languages, Music, Nursing, Optometry, Physics, Politics, Psychology, Sociology, Sports Journalism, Theology and Zoology.

AMDG

Syntax Results



Syntax Results

GCSE Qualifications

	7+	5+	4+	7+	5+	4+
2025	36.0%	72.1%	84.5%	21.8%	51.9%	67.1%
2024	35.0%	71.3%	84.6%	21.7%	51.9%	67.4%
2023	36.7%	72%	85%	21.6%	52.2%	67.8%
2022	36.7%	74%	87%	26.3%	58.1%	73.2%
2019	27.9%	64%	80%	20.8%	50.6%	67.3%

Syntax Results

All pupils	7+	5+	4+
Any English	30.2% [33.5,41,19]	75.5% [73,79,71]	88.5% [88,91,86]
Maths	40.6% [34.6,41,38]	75.5% [77,74,70]	86.5% [89,91,84]
Any English & Maths	24.0% [24.5,30,-]	69.3% [67,68,58]	82.8% [84,87,80]

Data in brackets is [2024, 2023, 2019]

71.9% [71%,71%] achieved at least two Grade 5s in Science

51.6% [56%51%] achieved the Ebacc pass [63.5% entered]

Syntax Results

Individual achievements

Neal	9 Grade 9s, 1 8 & 1 7
Nathaniel	9 9s & 1 8
Juan	7 9s, 2 8s & 1 7
Max	7 9s, 2 8s & 1 7
Sebastian	6 9s, 3 8s, 1 7 & 1 6

Twelve pupils achieved 10 Grade 7s or above

Further 34 pupils achieved at least 7 Grade 7s or above

66 pupils achieved a 9 in at least one subject

**Currently 146 returning to Sixth Form
plus four external students**

Our Messages to Pupils this year

- High Expectations [Aim High]
- Focus on Learning
- Positive Behaviour
- Respect for others
- Pride in themselves and in the College
- Attendance and Punctuality [8.25am]

Staff Update

New to the College

Teaching staff

- Mr Bar Mathematics
- Mr Beare Geography & PE
- Mr Brown Science
- Ms Green History & Politics
- Mr Jones Computer Science
- Mr McLellan History
- Mr Mooloo Science
- Ms Mullins Science
- Mr Nazir Psychology
- Mr Reneker RS
- Mr Renowden Business & Economics
- Mr Schoen English

Staff Update

New to the College

Support Staff

- Ms Cullivan LSA
- Ms El-Hadj Reception
- Miss Grosshans Paulo LSA
- Mr Modeste TSA

Internal Appointments

- Miss Crisp Head of History
- Mr Morris Head of Fisher House
- Mr Coleman English KS4 Coordinator

Jesuit Education 'walls'

JESUIT PUPIL PROFILE

- Intentional & Prophetic**: An intentional person is someone who lives with purpose, makes thoughtful choices and acts with integrity. Being prophetic is about being seen to do good and about speaking out for what is right, inspired by faith.
- Faith-filled & Hopeful**: Faith gives us the strength to trust in something greater than ourselves. While hope pushes us forward with optimism and resilience. Together, they help us navigate challenges with courage and conviction.
- Compassionate & Loving**: To be compassionate is to experience suffering or change alongside someone else – to listen to their cares and concerns and to share their joys and sorrows, to see the world through their eyes, to step into their shoes, to empathize. We can be loving through our just and merciful actions and forgiving words. The more we love others, the more we are truly human and most truly ourselves.
- Learned & Wise**: To be learned is to find God in all things studied and wise in the ways we use our learning for the common good. Wisdom is founded in the idea of knowing yourself well – your weaknesses, prejudices and blindspots, as well as your strengths, talents and enthusiasms.
- Curious & Active**: Curiosity without action leads to unfulfilled potential and action without curiosity can lack purpose. Together, they drive meaningful learning and impactful change.
- Eloquent & Truthful**: Eloquence gives you the ability to express yourself clearly in words and speech and all forms of creative arts. Truthfulness builds trust and develops strong, lasting friendships.
- Grateful & Generous**: Gratitude is always our starting point before we reflect on big, dream or miss a decision, begin a new day or embark on anything important. Generosity allows you to see in what things we do for others that in what they say – to give and not to count the cost. Together they encourage us to grow to be "lean and warm for others".
- Attentive & Discerning**: Being attentive takes practice; it is much easier to rush from one thing to the next, being late, late to notice anything. Once we develop the habit of being attentive, we can begin to discern what is good for us and what is not and what God calls us to be, and to do.

Other traits shown: Hopeful, loving, attentive, faith-filled, generous, intentional, compassionate, curious, wise, grateful, discerning, eloquent, prophetic, learned, hopeful, faithful, active, truthful.

10 GLOBAL IDENTIFIERS OF JESUIT SCHOOLS

- Safe & Healthy Environment**: Jesuit Schools are committed to being Catholic and to offering a safe and healthy environment to dialogue with other religions and world views.
- Safe & Healthy Environment**: Jesuit Schools are committed to creating a Safe and Healthy Environment for all.
- Global Citizenship**: Jesuit schools are committed to Global Citizenship.
- Care of Creation**: Jesuit schools are committed to the Care of all Creation.
- Justice**: Jesuit schools are committed to justice.
- Accessible for All**: Jesuit schools are committed to being Accessible for All.
- Human Excellence**: Jesuit schools are committed to Human Excellence.
- Life-Long Learning**: Jesuit schools are committed to Life-Long Learning.
- Global Network**: Jesuit schools are committed to being a Global Network for the service of the mission.
- Interdisciplinary**: Jesuit schools are committed to being interdisciplinary.
- Catholic, Faith Formation & Interreligious Dialogue**: Jesuit schools are committed to being Catholic and to offering a safe and healthy environment to dialogue with other religions and world views.

THE JESUIT GLOBAL NETWORK OF SCHOOLS

SECONDARY AND PRE-SECONDARY EDUCATION

937 Jesuit Schools	59,482 Staff	888,327 Students
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Jesuit Schools Map Symbol: [Symbol]

JESUIT EDUCATION NETWORKS

388 Schools	15 Countries	228,218 Students
2,127 Schools	20 Countries	589,429 Students

Fey Alegria
A Movement for Integral Pedagogical Education and Social Promotion.
Fey Alegria Schools Map Symbol: [Symbol]

Jesuit Refugee Service (JRS)
Schools offer a wide range of services including formal, informal and online instruction for refugee children, young people and adults worldwide.
Jesuit Refugee Service Map Symbol: [Symbol]

Map showing Jesuit schools across North America, Latin America, Europe, Africa and Madagascar, South Asia, and Asia Pacific.

1540 **CAMPION** 1581

1469 **FISHER** 1535

Illustrations of St. Ignace of Loyola and St. Francis Xavier.

Summer works

- Jesuit Education 'walls'
- Hall floor
- Fire safety works – ongoing
 - led lighting [sensor] and improved emergency lighting around the school;
 - windows and fire shutters on PSA offices
 - replacement/upgrading of doors [ongoing]
- Network cabling around the school – giving increased capacity
- Four Science lab upgrades

Summer works

- IT block window replacement
- Various Curtain and blind replacement
- Coombe Lane – security enhancements – alarms, fencing [ongoing]
- Lower Line toilets
- Decorating – various classrooms, corridors, external doors and staircases
- New chillers in Ref
- New shower unit in sports hall
- External – benches and tables; railings painted

The School Fund

Thank you

Where it goes

- contribution to many of the developments already mentioned
- supporting extra-curricular activities, which enable the College to provide outstanding opportunities for your sons that are amongst the best in the state sector

The School Fund

- Approximately 60% of our families currently contribute to the School Fund
- Please consider
 - contributing if you are not doing so
 - increasing your contributions
- If you are unable to contribute you may be eligible to access pupil premium funding – this would benefit you and us

The Friends of Wimbledon College

Who are we?

- The Friends are a group of parents, carers and teachers who support the school community
- Everyone is a member!



What do we do?

- Provide refreshments at school events
- Organise social events for parents
- Run the annual uniform sale....helping parents, raising funds and saving the planet!
- Raise funds....repairs to cricket nets, sound equipment for productions



Please get involved.....all are welcome (don't let only having an hour or two to spare put you off....)

- Get added to our mail list (email: friendsofwimbledoncollege@gmail.com or tweet and follow: [@WimbCollFriends](https://twitter.com/WimbCollFriends)
- Raise funds as you shop www.easyfundraising.com and <http://www.smile.amazon.co.uk/>



The poster features a yellow bunting banner at the top. On the left is the Wimbledon College crest. The main text reads 'Wimbledon College International Food Festival' in large, bold, red letters. To the right is the FoWC logo. Below the title is a world map where different continents are colored with various spices and grains. At the bottom, it says 'Friday 26th September' in large red letters. Below that, it lists ticket prices: 'Adults £10 Children £5' and 'Tickets available soon on Arbor'. A note states 'The evening relies on parents donating mouthwatering traditional dishes for everyone to feast on!' and another note says 'All under 18s to be accompanied by an adult.' There are also small icons of a glass and a plate with cutlery.

Wimbledon College International Food Festival

Friday 26th September

Adults £10 Children £5
Tickets available soon on Arbor

The evening relies on parents donating mouthwatering traditional dishes for everyone to feast on!

All under 18s to be accompanied by an adult.



Dear Parents/Guardians and Staff,

The School and FoWC would like to celebrate the diversity of our community by hosting an

International Food Festival

September 26th @ 7pm

This will be an opportunity for parents/guardians, school staff and the boys to come together to sample the cuisines from our various cultures represented in our school.

There will be a bar, entertainment and a raffle.

(Contactless payments accepted)

The evening relies on parents making donations of cooked, prepared or purchased traditional food.

Please could we ask you to confirm the country you will be bringing food from by using the link below.

<https://forms.gle/e8vs2FREge1ZG55A6>

Tickets will be available to purchase soon on Arbor for

£10 per adult and £5 per child

Those families contributing food will receive

one free adult ticket

Thank you so much for your generosity and support; these events wouldn't be possible without you!

All under 18s to be accompanied by an adult.



AI usage at Wimbledon College

In line with government guidance the College is developing its AI policy.

Wimbledon College is a Google School and therefore will be training staff and students with **Google Gemini** where appropriate.

Google Gemini when used through a student and staff account has specific controls which keeps data entered secure.

Importantly, the Education version of **Google Gemini** does not train on data entered (unlike free models of generative AI, like Chat GPT).

Necessary training in ethical and effective use of AI is ongoing with staff and will be provided for students through PSHE and bespoke sessions in sixth form.



Parental Guidance

Parental guidance sessions will be offered as part of the development of the school policy on effective and ethical use of AI.

However it is important to note:

KS3

- The college will not be encouraging AI usage with students in KS3 in line with AI platform age restrictions.
- Focus in KS3 will be on educating safe and effective use of AI.
- This will prepare them for when students meet the age restrictions of generative AI platforms.

KS4/5

- KS4 and KS5 do not have access to Google Gemini yet with their school account.
- Access will be granted once more training is done with staff and students on effective and ethical use.

Parental Guidance

Parents should be aware that any free platform of generative AI their child may access **will not have the same safety controls or data protection** as AI accessed through an education licence.

Data entered by a student may be used to train the model, therefore **no sensitive or personal information should be entered** into the platform.

All platforms, whether free or accessed through an educational license require human oversight as AI can produce and repeat errors.

Grammar expectations

- Grammar pupils should have a better understanding of
 - routines
 - deadlines
 - presentation of work
 - equipment requirements
 - behaviour expectations
 - responsibility

Adjusting to Higher Line

GCSE courses

Content	Challenging content
Structure	All exams at the end of the course
Assessment	Mainly by examination Non-exam only where necessary
Tiering	Foundation and Higher tier only in Maths, Sciences and MFL

Grading

- GCSEs
 - Grades 1 to 9
 - Good Pass grade 5
 - Grade 7 (equivalent to an A in past years)
-
- BTECs
 - Pass, Merit, Distinction, Distinction*
 - Pass = 4, Distinction = 7

Lessons from exams

- PRESENTATION COUNTS
- Tired, very, very tired!
- Checking through work
- Management of their time in an exam
- Command words
- Lots of content to recall
- Ability to evaluate, justify, explain, compare

Keeping Track of Homework



- When is set?
- What is the task?
- When is it due?

Google Classroom

Reporting

What we will report to you and when

Half Term 1 (Oct)	Subject Assessment Grades
Half Term 2 (Dec)	Subject Assessment Grades Subject Effort Grades
Half Term 3 (Feb)	Subject Assessment Grades
Half Term 4 (Mar)	Subject Assessment Grades Subject Effort Grades
Half Term 5 (May)	Subject Assessment Grades
Half Term 6 (Jul)	Subject Assessment Grades (End of Year Exams) Subject Effort Grades Tutor Report

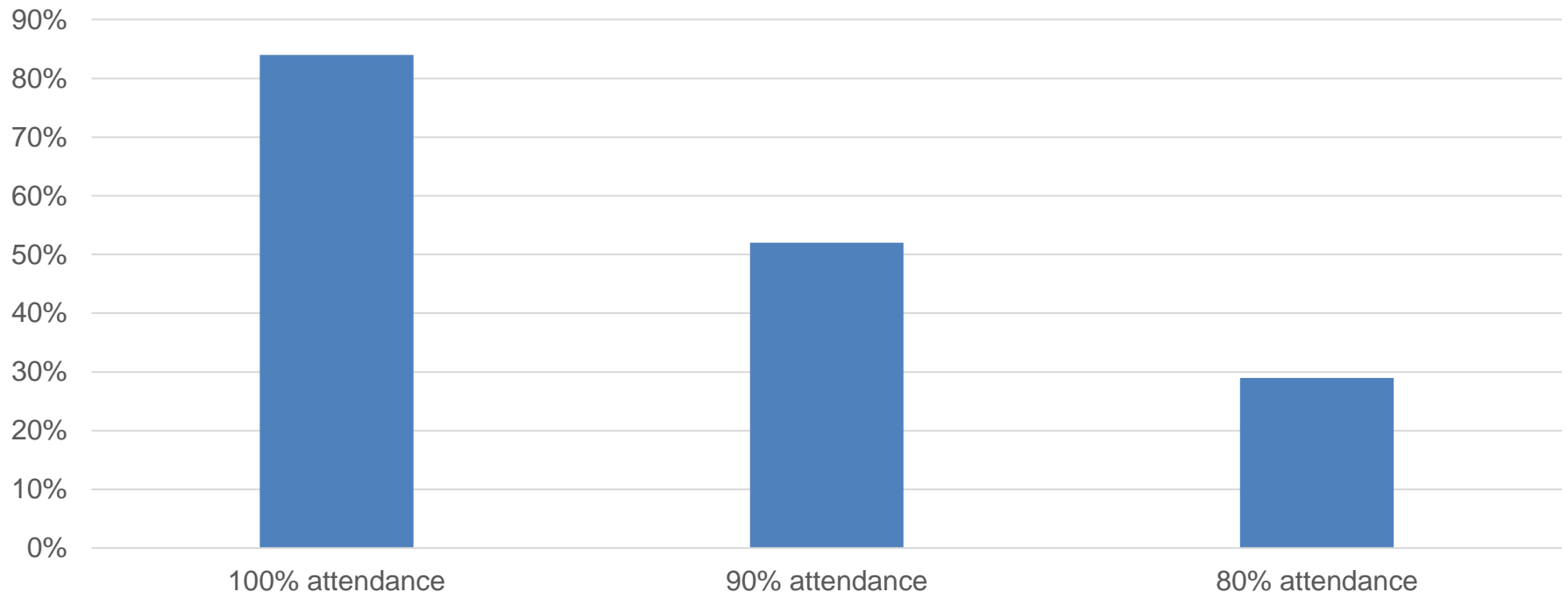
The importance of attendance

- Our expectation is that all pupils should have an attendance of **95% or higher**.
- The Department for Education categorises all pupils who have attendance **below 90%** as **persistently absent**.
- A missed school day is a lost opportunity to learn
- 90% attendance across 1 year: just under 20 days or 4 weeks absence with 120 lessons missed.

The importance of attendance

The Department for Education has carried out research in 2022 which shows the link between attendance and achievement in public examinations.

Percentage of pupils achieving grades 9-4 in English & Maths by attendance group



The importance of punctuality

- Pupils expected in school by 8.25am
- Pupils arriving **after 8.25am** will be marked as **Late**
- Pupils arriving **after 9.00am** will be marked as **Late (after register closed)**. This now counts as an **UNAUTHORISED** absence (DfE statutory guidance)

The importance of punctuality

Pupils who arrive late to school (after 8.25am):

- **1st late** will result in pupil having to sign in with PSA **before 8.10am the next day**
- **2nd late in a week** will result in an **automatic 30 minute School Detention** and **another 8.10am sign in**
- **3rd late in a week** will result in a **Saturday sign in.**
- Pupils are required to arrive at school at 8.30am on Saturday morning and sign in

Sixth Form

- It is not too early to start thinking about the next step
- The expectation for most of our pupils is to progress into the Sixth Form at the College
- We offer a range of courses at A Level and Vocational Level 3
- Enrichment opportunities



The Grammar Team

Mr Philip Murphy

- Deputy Head Master

Mr Christopher Cole

- Grammar Head of Line

Ms Mikayla McDonald

- Pastoral Support Assistant

Form Tutors



GC

Ms Walker



GF

Mr Morris



GH

Mr Cawthorne



GL

Mr Coleman



GM

Mr Syer



GO

Mr Kuczewski



GS

Mr McLellan



GX

Mrs Apthorpe

A focus for the year

‘Creating men and women for others’

- **Intentional:** directing our behaviours and focus towards our directed goal of sitting GCSE exams summer 2026.
- **Attentive:** to new found knowledge and understanding to achieve their goals with great accuracy.
- **Learned:** to have acquired and demonstrate their knowledge that allows them to fulfill their potential.



Attendance: Working with parents

The College works alongside the Merton Educational Welfare Service to ensure that high standards of attendance are kept.

This involves weekly meeting between the Head of Line and the Educational Welfare Officer (EWO) with a specific focus on pupils with persistent absence and levels of **unauthorised** absence.

We will work closely with you as parents to ensure that your child has a high level of attendance.

- Parents of pupils with attendance which is consistently below 90% will be notified by the Head of Line,
- If there is no improvement over time then parents will be invited to a meeting with the Head of Line and the EWO to discuss ways forward.
- Severe levels of unauthorised absence can result in the College asking the Local Authority to action via a Penalty Notice Warning which could then lead to a fine.

Reporting & Requesting Absence

Illness

- As parents you will be asked to provide medical evidence if your son is off school for more than 3 days, for pupils who have a high absence rate this may be asked on the first day of absence.
- If medical evidence is not provided then this attendance will be marked as unauthorised.

Requests for absence from school

- Parents may request that their child be absent from school for a specific reason, **however this must be for exceptional circumstances.**
- Any request must be made in writing/email to the Headteacher (via the Head of Line) outlining the dates and the reason why.
- **You must use the Absence Request form available on the website.**
- If the school does not grant the request, any absence for that period will be marked as **unauthorised.**

Study Hub

- Supporting those who do not have the resources to study at home
- Tuesday to Thursday
- 3.30pm to 4.30pm
- Fully staffed
- Pupils are nominated by teachers or parents or by themselves

Successful Study

- Grammar pupils have never finished all the work they could do!
- Routine for working – place, time, etc (Homework Plan)
- Wider reading eg Googlescholar
- Additional resources from subject teachers
- Check class notes – presentation

Routine

- 8-9 hours sleep
- Wind-down time
- Homework
- Planned Clubs/ Activities
- Evening meal
- Routine and sticking to it!

Schedule / Time Log		Notes
12am	00 :30	
1am	00 :30	
2am	00 :30	
3am	00 :30	
4am	00 :30	
5am	00 :30	
6am	00 :30	
7am	00 :30	
8am	00 :30	
9am	00 :30	
10am	00 :30	
11am	00 :30	
12pm	00 :30	
1pm	00 :30	
2pm	00 :30	
3pm	00 :30	
4pm	00 :30	
5pm	00 :30	
6pm	00 :30	
7pm	00 :30	
8pm	00 :30	
9pm	00 :30	
10pm	00 :30	
11pm	00 :30	

Study Skills Website

Wimbledon College Study Skills

Home Mindset Techniques Apps Subject Revision Lists On The Day

Study Skills

"Revision is the act of re-visiting previous work, not re-learning. Little and often is more effective than lots in one go"



This guide is designed to help you get your revision started and to give you some tips to make it effective

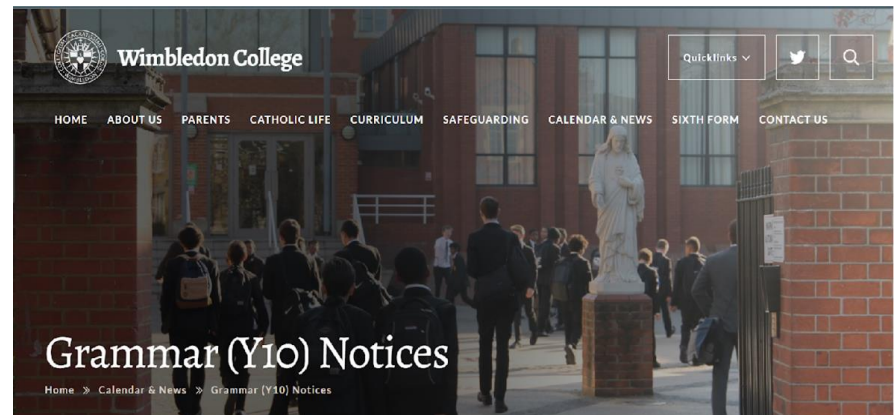
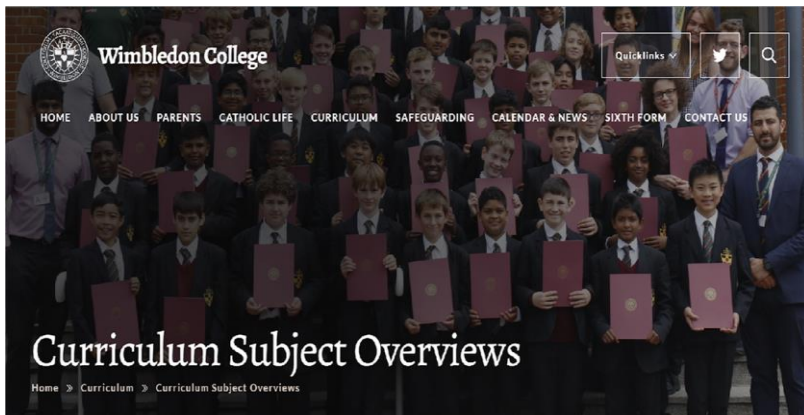
Exams should be taken seriously and we want you to do well. As long as you do your best in preparing for the exams you can be proud of your achievements. This guide includes:

1. How to prepare an effective environment for studying or revising
2. How to manage your time effectively
3. Learning and memory tools - tips for revision
4. Exam day checklist
5. What to do during the exams
6. Apps



<https://sites.google.com/gs.wimbledoncollege.org.uk/studyskills/home>

Wimbledon College website



Higher Line (Y10-11)

	Year 10	Year 11
Half Term 1	Power and Conflict Poetry Cluster - Literature <ul style="list-style-type: none"> • Poems 1-5 - The Power of Nature • Analysis of language, structure and form • Beginning to consider how to compare poems directly and how to frame an essay • Consideration of context 	The Strange Case of Dr Jekyll and Mr Hyde - Literature <ul style="list-style-type: none"> • Applying analytical skills and honing examination of language and structure • Exploring the importance of understanding the writer's intention and contextual factors when examining a text • Understanding how to analyse an extract as well as a whole text
Half Term 2	Paper 1 - Reading and Writing Sections - Language <ul style="list-style-type: none"> • Applying Y9 skills to new extracts - language and structure analysis • Exploring how to evaluate a text effectively • Developing descriptive/narrative writing skills under timed conditions 	The Strange Case of Dr Jekyll and Mr Hyde - Literature Revision - Paper 2 - Language
Half Term 3	Power and Conflict Poetry Cluster - Literature <ul style="list-style-type: none"> • Poems 6-11 - The Power of Man • Development of analysis of language, structure and form and consideration of context 	Power and Conflict Poetry Cluster - Literature Poems 12-15 - The Power of War Revision - Paper 1 - Language

Wimbledon College Grammar - Subject Textbook List

	Edexcel Pearson Electronic copies of the Edexcel textbooks, as well as learning plans can be found on the Wimbledon College Maths website. Students must log in using their school Google account. A lot of material for maths is available online, and we often use this/worksheets/a mix of resources in class. Some classes use the Edexcel or CGP text book (details below, but it is not necessary to buy these)
Maths	Edexcel - 1MA0 If you would like to buy a maths revision book we might suggest having a look at the CGP range for the Edexcel courses - there are both revision guides and practice workbooks which students have found to be helpful. Higher: 1-903133-94-7 Foundation: 1-903-13390-4 CGP BOOK 'Mathematics for GCSE and IGCSE' ISBN: 9781782944379

<https://www.wimbledoncollege.org.uk/curriculum/curriculum-subject-overviews>

<https://www.wimbledoncollege.org.uk/news-and-events/grammar-y10-notice>

Participation

- Activities
- Catholic community
- Sport
- Music and drama
- Other extra-curricular
- Duke of Edinburgh Bronze award
- Leadership



Mental Health and Wellbeing Support at Wimbledon College

School Counsellor

Ms M Prince

To request referral,
please contact
HoL.

Counselling

Can be shorter or longer term support for students.

A safe space to explore problems and issues affecting day to day life to help make sense of things. Exploring thoughts and feelings over a number of weekly sessions

NHS in School Wellbeing Support Service



Guided Self-Help

designed to help equip students with skills to help manage their moods better.

One-to-one support for:

- Anxiety & Stress
- Low mood
- Low motivation
- Sleep problems
- Emotion management (including distress tolerance & emotion regulation skills)

Emotional Literacy Support Assistant



Emotional support

One-one sessions by trained school support staff, to offer emotional support and nurture.

All requests for support via Head of Line please and we will help to ensure your child gets the most appropriate support

Webpage for parents with lots of resources and webinars

<https://www.wimbledoncollege.org.uk/healthyminds>

The screenshot shows the top navigation bar with links: ABOUT US, PARENTS, CATHOLIC LIFE, CURRICULUM, SAFEGUARDING, NEWS AND EVENTS, SIXTH FORM, CONTACT US. Below the navigation bar, there is a section for external agencies: "More external agencies that offer support with more specific needs such as bereavement support, LGBT+ support, self-harm or eating disorders etc. can be found [here](#)".

Parent Workshops

The NHS trailblazer program regularly run parent workshops on mental health and wellbeing related issues. Below are some of the recordings of previous workshops which you may find helpful. Videos are linked to the titles below, power points for some of the sessions are at the very bottom of this page.

- Exam and Assignment Stress Management Workshop for Parents and Young People
- Coping with assessment and exam stress (short 7 min intro)
- Introduction to Teenage Mental Health (Oct 21) Part 1, Part 2
- Eating difficulties and disorders during the pandemic
- Parenting unmotivated and fed up teenagers
- Self-harm series for parent of teens Part 1, Part 2, Part 3
- Parenting Teens in Times of Uncertainty
- Supporting your teenager with Anxiety
- Supporting your teenager with Lockdown and the return to school.
- Transition to Secondary School - Supporting your Child

Mental Health and Wellbeing Support for Parents

Your GP is always a good place to go if you are concerned about your own Mental Health, but there are also some other useful places to turn to for support. If you need mental health support in a crisis you can call the 24/7 Mental Health Crisis Line on 0800 028 8000.

Student Mental Health & Wellbeing Hub Via main website or tutor group google classroom

The screenshot shows a browser window with the URL sites.google.com/gs.wimbledoncollege.org.uk/mental-health-wellbeing/home. The page has a green header with the title "Student Mental Health Wellbeing..." and navigation links: Home, Support in School, More. The main content area features the title "Student Mental Health & Wellbeing Hub" in large white text on a green background.

Below the title are four boxes with icons and text:

- Support in School** (blue icon)
- Support out-side School or Online** (blue icon)
- Websites Apps & Self-help** (green icon)
- How to help a Friend** (green icon)



Just like physical health, we all have mental health.

We are usually familiar with what to do to keep ourselves physically healthy, and when our body has difficulties we know who where to turn to get help. For mild physical issues we might be able to sort them out ourselves by resting, putting on a plaster, taking hayfever tablet or painkillers etc. For slightly more serious physical issues we might ask a friend or a parent for advise. For some issues we might need to go to a nurse or doctor or if it is really urgent we go to A&E or call 999.

Things are similar with our mental health. It is no surprise that sometimes we can't sort all our mental health and wellbeing issues out ourselves, sometimes life throws difficult experiences and situations at us that we need support from others with, but with our mental health we often don't know where to turn to for that support. In these pages we hope you can find some of those places that can help you support yourself, or where you can reach out for extra support when needed.

One of the most common things we here is people who have been struggling a bit, but didn't really think they had 'enough of a problem' to need to get help. But here at Wimbledon College we want

Work Experience

- 6th – 10th July 2026
- Parents play a key part in work experience
- It is not too early to start looking for a placement
- Meeting early in the Lent term to launch the programme (Weds 8th January, 6pm)
- Competing with 200 others from the College but also other schools in the area.

Key Dates

- Prize giving evening
 - Thursday 18th September
- Open Evening
 - Thursday 25th September - All Grammar students to act as guides
- Parent / Teacher Evening
 - Thursday 16th April
- Work experience briefing
 - Monday 12th January 5.00pm
- Grammar end of year exams
 - Monday 22rd - Friday 26th June
- Work experience week
 - Monday 6th July - Friday 10th July

Extra Curricular

Autumn term

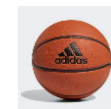
- **Rugby training:** Wednesday at School on the Astro after school
Weekly Saturday Fixtures: A & B



- **Swimming club:** tbc – awaiting coaches to finish qualifications



- **Basketball club:** Mondays in Sports Hall after school



- **Athletics club:** Tbc



- **Gym Club:** Tuesday & Wednesday 3.15-4.30pm



- **Extra-Curricular booklet:** Can be found on the College website.
Curriculum/Extra-curricular activities.

Keeping in Touch

- Phone calls
- Email - grammar@wimbledoncollege.org.uk
- Letters home
- School website
- Parents' evening
- Half-termly report card



Wimbledon College