



WALLINGTON HIGH SCHOOL FOR GIRLS

The Wallington Week

HEIRS OF THE PAST, MAKERS OF THE FUTURE

Tuesday 17th June 2025

Message from the Headteacher

This week's entry is packed with celebration!

I visited our CCF students at Wilsons last week. I met with Chris Burton who is the Contingent Commander, and spent time touring around all the different activities the cadets were involved in. I was impressed with the ambush, the weapon handling, flight simulators and drills, as well as the exercise in how to move canons! Our students were incredibly impressive, and I saw them take on many of the leadership roles on the day.



This month we celebrate Pride Month - a month-long celebration that recognizes the LGBTQ+ community and their contributions to society. Pride Month is a joyful and colorful display of love, unity, and resilience, with events and activities at school that promote inclusivity and celebrate diversity.

There is still time to get the Wallington Walk sponsorship money in - we still need to raise £80,000 to refurbish some of the older Science labs. Last year we raised around 10K, but we are only about half that this year.

I want to say thank you to the PFA who have recently funded two new gazebos which will be most welcome at Sports Day, as well as new gym equipment for the students to use. We are always very grateful for these donations.

Safa in Year 10 has achieved a place in the semi-finals of the WoHAA! I am so proud of her, and I will be at the House of Lords with her next week, willing her to get through.

Useful Links

Co-Curricular Activities

SOCs, the school's online system for Co-Curricular activities, will allow your child to see all available activities but also allow you to view after school registers to see if your child is attending and in school.

Careers Noticeboard

For live updates on careers related opportunities please [click here](#).

Current Vacancies

Click here for a link to our [vacancies page](#)

Upcoming Events

17th June- KS3 Music Recital

24th June- Sixth Form Induction Day

26th June- Y13 Prizegiving

27th June- Y11 Prom

Our Athletics Team (Yr7-10) are Borough Athletics Champions! We won the borough competition last week, winning 30 medals in the process (our best haul ever!)

The KS3 music recital is on Tuesday evening at 6.30, and as always, I am really looking forward to this event.

Last week we also gained accreditation in our work towards wellbeing for our whole school community by successfully completing the Wellbeing Award for Schools by Optimus Education.

-Ms T O'Brien
Headteacher



OUR SCHOOL HAS ACHIEVED THE

Wellbeing Award for Schools

Promoting emotional wellbeing and mental health across our school

2025 - 2028



Accredited by  OPTIMUS EDUCATION

In partnership with



TUESDAY 17TH JUNE

KS3 MUSIC RECITAL

TIME: 6:30PM-8:15PM
WHERE: MAIN HALL
ENTRY FEE: FREE

PLEASE COME ALONG!
(REFRESHMENTS AVAILABLE FOR PURCHASE)

Calendar

Week B

Monday 16th June

- INSET Day
- Public Exams
- Y10 Exams

Tuesday 17th June

- Public Exams
- Y10 Mock Oral Exams
- KS3 Music Recital (6:30-8pm)

Wednesday 18th June

- Royal Holloway Trip
- Public Exams
- Y10 Mock Oral Exams
- Central Detention - (3:10-4:10pm)

Thursday 19th June

- Public Exams
- Y10 Mock Oral Exams

Friday 20th June

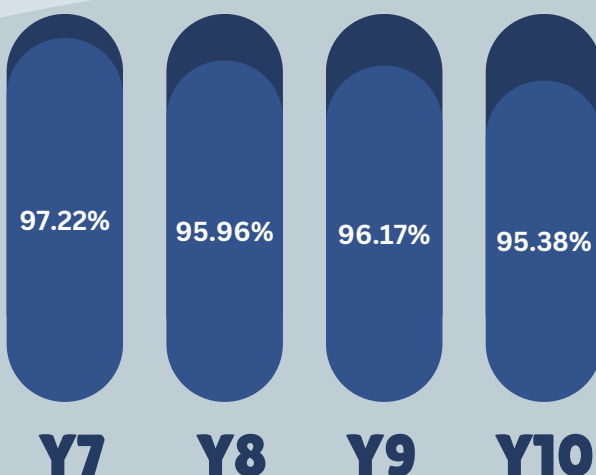
- Public Exams
- Year 10 Mock Oral Exams
- David Weir Primary Volunteering Program
- Primary Outreach- Harris Academy Hailing Park
- Central Detention - (3:10-4:10pm)
- PFA Uniform sale- Main Hall (3-4:30pm)

2025 INSET Days

- Monday 1st & Tuesday 2nd September

Attendance Percentages

Between 02/09/24 - 10/06/25



DSL Messages

Fortnite and AI

Fortnite continues to be one of the most popular games played by children and young people. The game is continually being updated with new features and in their latest update Epic Games has introduced an AI feature where players can talk to characters like Darth Vader.

As with anything like this, it's questionable whether Epic Games have really thought this through or are they just jumping on the bandwagon of AI where everyone is seemingly introducing it.

Wayne Denner, an Online Safety Trainer, has written a blog post about this, including some advice for parents including the parental settings for the new AI feature. You can find the blog post [HERE](#).

-Mrs M Sundborg
Assistant Headteacher
DSL & Mental Health Lead

What parents need to know about: Emojis

They say a picture's worth a thousand words and when it comes to emojis, that's often true. But in the wrong context, these innocent-seeming icons can take on a whole new meaning, sometimes hinting at things that aren't as light-hearted as they appear.

The attached guide breaks down some of the slang and symbols young people use online and explains how some could be masking real issues, from bullying and exclusion to harmful behaviours.

Generative AI Safety

Generative AI can be a brilliant tool for creativity and learning – but it's not without its hazards. With 3 in 4 pupils now using generative AI (up from just 2 in 5 last year!), it's more important than ever for parents and educators to understand the risks.

The attached guide looks at some of the key safety concerns around generative AI tools and offers expert advice for keeping young users safe. From encouraging critical thinking to safeguarding their privacy, find out how to help children use AI safely and smartly.

Staff Messages

Parent Workshop: Transition from Primary to Secondary School

Date and time: Wed 2nd July 2025, 18.30-20.00

Facilitator: Hayley Cameron (Education Safeguarding Manager - Cognus), Steve Welding (Education E-safety Adviser - Cognus) and Aniké Clarke (Education Welfare Officer - Cognus)

Location: This is a virtual event – Teams

Hayley Cameron and Steve Welding from Cognus will be providing parents with helpful hints and tips on how to support their child as they transition from Primary to Secondary school. The Education Welfare Officer will also be on hand to provide guidance on attendance and the legal framework around school absence.

Please see the meeting details below:

Microsoft Teams Meeting

Meeting ID: 320 567 861 621

Passcode: SG7msa

Students' Medication at School

If your child requires medication such as Adrenaline Auto Injectors (referred to as Epipen), Antihistamines, or Inhalers, we kindly ask that you ensure the following:

- **Students must carry their own first-response medication at all times.**
- **A spare set of the same medication must also be provided to the school to be stored in the First Aid Room.**
- **All medication must be supplied in its original container with the accompanying information leaflet.**
- **A completed and signed Parental Permission to Store and Administer Medication form must accompany any medication. This form is available:**

- On the WHSG website <https://www.wallingtongirls.sutton.sch.uk/page/?title=Student+First+Aid+%26amp%3B+Medication+Information&pid=105>

Please ensure that **replacement medication is provided when expiry dates are reached**. Regular checks of your child's medication are essential, as it is the **parent's/carers' responsibility** to ensure the medication is correct and in date.

With upcoming enrichment activities and school trips, it is **especially important that students have access to their required medication** while off-site. Please note: **students without the necessary medication will not be able to participate in school visits.**

Thank you for your continued support and cooperation.



-Mrs D Newell
First Aid and Reprographics

Animators Workshop 13th

June



On Friday, a team of professional animators visited our school to demonstrate the process of creating stop-motion animation. They provided detailed explanations and thoughtfully responded to students' questions, offering valuable insight into the animation industry.

Some key tips they shared included:

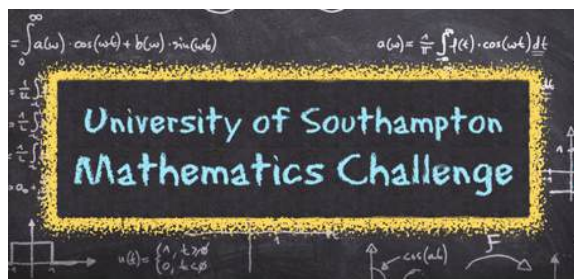
- Carefully plan the key poses of your characters to convey motion effectively.
- Use props to reflect and enhance your characters' personalities.
- When designing your set, consider scale and proportion to maintain visual consistency.
- Ensure your design process and scenes are thoroughly planned before beginning production.

This workshop was organized to support students in 7 Curie with a creative project linked to our English curriculum. As part of our study of *Animal Farm* by George Orwell, each group has been assigned a specific scene from the novel to adapt into a stop-motion animation.

The project has been both engaging and educational, allowing us to explore storytelling through visual media. It's an enjoyable activity that can also be tried at home with basic materials—such as toy cars, figurines, or household objects—to experiment with simple animation techniques.

-7 Curie





Last term some of our students entered the University of Southampton's Mathematics Challenges for students up to Year 10. They receive over 1000 entries from as many as 80 schools across the South of England and beyond. We are delighted to announce that Alice (8 Joh) and Tanishqa (7Sha) were both awarded a Distinction! Both students were invited to a ceremony at the University of Southampton to celebrate their achievements.

Well done to everyone who submitted entries – writing up solutions to this style of question is not easy and we are very proud of you all!

Alice also won a prize in Year 7 and she wrote us a lovely article for last year's Wallington Week. This year, Tanishqa has written about her experiences...

Over a weekend in March, I attempted 9 thought-provoking maths questions, each interesting in its own way (with the full working out) and submitted them, in the hope I would get a little prize. However, I got invited to the prize giving at Southampton University with a distinction award!

Last Wednesday I went to Southampton, enduring a 2-hour train journey and various buses to go to the prestigious award. Firstly, I went on a tour of Avenue campus. The campus was so big that it needed its own buses and had many gardens, complete with brooks - the tour took an hour to view only a bit of it! Following the tour, there was a huge buffet with pizzas, chips, drinks and the most scrumptious doughnuts I have ever tasted, with games (including a giant chess set) to play if people finished eating early.

After an hour, the ceremony finally commenced at around 8 in the evening. After I waited for a long time in a tiny corridor, my name was at last called out and I entered the enormous hall with many people looking at me and clapping. I collected my certificate, smiling at the camera, and I walked to my seat. Everyone eventually got their certificates (I was one of the first ones to get the certificate) and a special guest speaker started giving a "lecture" about the pros and cons of comparing different statistics whilst my hands were tingling from all that clapping. The lecture definitely inspired me to think carefully before comparing 2 types of data!

Finally, there was the group photo. It was a proud moment to stand with all winners, as well as awards, and have the honour of the whole group of parents, families and teachers taking hundreds of pictures of us!

The time had passed very quickly and I was surprised when the last phone clicked and people started heading for the doors. The whole experience was truly unforgettable, from leaving school early to Southampton's blustery wind blowing everything and reaching home at midnight.

-Miss Tucker
Mathematics Teacher



What Parents & Educators Need to Know about GENERATIVE AI SAFETY

Generative AI tools – such as ChatGPT – are now commonly used by children. In fact, 3 in 4 pupils in the 2024 Annual Literacy Survey reported using generative AI, up from just 2 in 5 the previous year. While these tools can boost learning and creativity, they also raise concerns around misinformation, privacy and overuse. This guide explores the key risks and how to support safe use.

WHAT ARE THE RISKS?

MISINFORMATION AND ACCURACY



Generative AI can sometimes produce false or misleading content. Children – and even adults – may assume the information is accurate and trustworthy. This can affect learning and understanding of important topics. It's vital to teach children to critically assess all information, even when it comes from AI.

EXPOSURE TO INAPPROPRIATE CONTENT

Because generative AI is trained on vast datasets from across the internet, there is a chance it may occasionally generate harmful or inappropriate content. Without supervision, children could encounter disturbing or unsuitable material. Active monitoring and clear usage boundaries can help reduce this risk.

CENSORED

MATHS

ALL THE ANSWERS

$$12+12=1212$$

NEWS

PRIVACY AND DATA SECURITY

Some AI tools ask for personal details or store users' interactions. If privacy settings are not correctly configured, children's personal data could be exposed or misused. Teaching good digital hygiene and setting strong privacy controls is essential for protecting children online.

REDUCED CRITICAL THINKING



Relying too heavily on AI-generated responses may reduce children's willingness to think independently. If they consistently use AI to solve problems or complete tasks, it could impact their ability to reason, analyse and form their own ideas. Encouraging thoughtful reflection is key.

DIGITAL DEPENDENCY

Regular use of generative AI can contribute to increased screen time and less real-world interaction. If left unmanaged, it may affect physical activity levels, sleep, and social development. Striking a healthy balance between online and offline activities is important for wellbeing.

UNCLEAR ETHICAL BOUNDARIES

Children may not fully understand the ethical implications of using AI to complete homework or creative tasks. This can lead to unintentional plagiarism or dishonest academic practices. Conversations around responsible use and academic honesty are crucial.

IDEAS

Advice for Parents & Educators

ESTABLISH CLEAR GUIDELINES

Set clear, age-appropriate rules for when and how generative AI can be used. Reinforce these regularly to help children develop a healthy, respectful and informed relationship with the technology.

PROMOTE ACTIVE SUPERVISION

Keep an eye on how the children in your care use AI tools. Check in regularly to ensure they're using them appropriately and be ready to step in if something doesn't feel right.

ENCOURAGE CRITICAL EVALUATION

Help children to question the accuracy of AI-generated information and seek out additional trusted sources. This builds essential digital literacy skills and supports better decision-making.

ENHANCE PRIVACY AWARENESS

Talk to children about the importance of keeping personal information private. Make sure privacy settings are in place and explain how data shared with AI tools could be used.

Meet Our Expert

Brendan O'Keeffe, Deputy Headmaster and Director of Digital Strategy at Eaton House Schools, has extensive expertise in digital safety, safeguarding, and generative AI in education. As an author and speaker on digital literacy and online safety for institutions such as The National College, Brendan guides parents and educators in creating safe digital learning environments.



#WakeUpWednesday®

The National College®

What Parents & Educators Need to Know about EMOJIS

WHAT ARE THE RISKS?

GENERATIONAL MISCOMMUNICATION

An emoji like 👍 (thumbs up emoji) might seem friendly to adults, but teens often interpret it as sarcastic or passive-aggressive. These differing interpretations can create confusion or unintended tension in cross-generational conversations.

SHIELDING BULLYING OR PEER PRESSURE

When embedded in emojis, mean-spirited jokes or exclusionary language can fly under the radar. Terms like 'mid' or 'delulu' may seem harmless, but they can be used to undermine peers in subtle ways.

RAPIDLY SHIFTING MEANINGS

Emoji meanings can change overnight. A person standing emoji (👤) once signified awkwardness but might now be repurposed for something entirely different. This ever-changing lexicon can leave adults in the dark and young people vulnerable to misunderstanding or misuse.

MASKING DISTRESS OR HARM

Some emojis are used to discreetly signal troubling behaviours. For instance, 🍂 (falling leaves emoji) or 💊 (pill emoji) might suggest drug use, while 🌵 (wilted flower emoji) could hint at emotional struggles. Such usage can obscure serious issues, making them harder for trusted adults to detect.

NORMALISING RISKY BEHAVIOURS

Emojis can make harmful actions seem light-hearted or fashionable. Strings like 🍷👉👉👉👉👉👉 (fire + 'woozy' face + pill emojis) may appear humorous but can reference partying, intoxication or dangerous challenges, which might otherwise raise red flags.

Advice for Parents & Educators

LEARN THE LINGO

Stay updated with emoji trends and definitions using resources like emojipedia.org or Urban Dictionary. Knowing current meanings builds confidence when engaging with young people and helps spot potential concerns early.

ASK, DON'T ASSUME

Approach unfamiliar emojis with curiosity rather than suspicion. A light-hearted "What does 🍷 (juice box emoji) mean these days?" can open conversation and show that you respect their knowledge.

CREATE SAFE SPACES FOR DISCUSSION

Encourage casual chats about emojis, online slang, memes, or social media trends. Showing interest without judgement reassures young people that they can talk about their digital world openly and safely.

PRIORITISE TRUST OVER SURVEILLANCE

While parental controls and monitoring tools can be useful, emotional safety matters most. Be someone children and young people feel they can come to – not just someone who's watching them.

EMOJI CHEAT SHEET -

The following slang terms and emojis are some common examples – please be aware this isn't an exhaustive list.

COMMON EMOJIS:

- 🤡 (Clown face) Foolishness or clowning around
- 😏 (Pleading face) Over-affectionate or 'simping'
- 😎 (Cool face) Cool, stylish or ruthless
- 👁️ (Eyes) Watching drama unfold
- 👑 (Goat) Greatest of all time (G.O.A.T.)
- 👉 (Nails) Confidence, sassiness, or indifference
- 😐 (Moi) Stone-faced, unbethered
- 🚩 (Triangular flag) Red flag: a warning sign about someone's behaviour
- 👑 (Crown) 'Slaying': as in doing great

POTENTIALLY CONCERNING EMOJIS

- 🍷 (Ear of corn) Slang for pornography (avoids censorship algorithms)
- 🌵 (Wilted flower) Often used to convey emotional struggle or sadness
- ❄️ (Snowflake, snowman, snow cloud) Can symbolise cocaine
- 🐍 (Snake) Can represent betrayal or being 'two-faced'
- 🔑 (Key, lying face) Related to cocaine use
- 💧 (Water pistol) Sometimes used to reference violence or self-harm
- 🍂 (Falling leaves, herb, maple leaf) Can symbolise cannabis
- ⚠️ (Warning) Used to emphasise drama, threats or emotional turmoil
- 💊 (Pill) May reference drug use or prescription misuse
- 🍜 (Steaming bowl) Refers to nudes ('noods' is an abbreviation of noodles)

Meet Our Expert

Keith Broni is a globally renowned emoji expert and the Editor in Chief of emojipedia.org, the world's number one emoji resource. He has an MSc in Business Psychology from University College London and an MBA from Quantic School of Business and Technology.



The National College®

FACE delivers online support via zoom for parents across the UK
Talks are 90 minutes long, £24 each or FREE with a school membership code
Book Online at facefamilyadvice.co.uk on the PARENTS page



Schools can purchase a
FACE School Annual Membership
which means **ALL parents** and **ALL staff**
get unlimited **FREE access** to **ALL** 16 parent talks

Thursday
31st July

19:00 - 20:00

FREE

Monday
21st July

10:00 - 11:30

£24

recording available



Supporting Healthy Screen Use

Screens are here to stay.
Identifying the issues and step by step guide
to reduce the negative impact.



Supporting a Child with ADHD

Challenging the stereotypes and giving
practical interventions. Clear explanation of
the condition in all its forms and extremely
useful advice.

Monday
28th

10:00 - 11:30

£24

recording available



Facing Defiance

Specific strategy to help parents manage
defiant and challenging behaviour,
especially aimed at ADHD, ODD and PDA
conditions, 5 to 12 years old.

Tuesday
29th July

10:00 - 11:30

£24

recording available



Anxiety Based School Avoidance

Understanding and supporting children
who are anxious about school.
Steps you can take to help them back
into the classroom.



July Timetable

All sessions delivered live online via zoom £24 each 90 minutes long
Book online at facefamilyadvice.co.uk Recordings available for 48 hours

Understanding Anger	1 July 10am
Supporting Healthy Screen Use	1 July 7pm
Introduction to OCD	7 July 10am
What is ACT?	7 July 7pm
Cannabis & Ketamine Awareness	8 July 10am
Anxiety Explained	8 July 7pm
Raising Self-Esteem	14 July 10am
Supporting Healthy Sleep	14 July 7pm
Decreasing Depression	15 July 10am
Understanding the Teenage Brain	15 July 7pm
Supporting a Child with ADHD	21 July 10am
Understanding Addictive Behaviour	21 July 7pm
Autism Improving Communication	22 July 10am
Improving Family Communication	22 July 7pm
Facing Defiance	28 July 10am

SEND

Sutton Parent/ Carer Feedback- Help to shape a new pilot for families in Sutton

Dear parent(s)/carer(s),

Partners including CAMHS, Sutton Local Authority, Education and the Voluntary Community Sector are working with parents/carers to design a pilot to provide early support to families that may have concerns that may be related to Autism or ADHD. The pilot will aim to provide early support to children and young people with or without a formal diagnosis. To make sure this pilot service truly meets the needs of

families in Sutton, we would

be extremely grateful if you could complete the following short survey:

<https://forms.office.com/e/swsnFC9jmK> Your feedback will help to:

- Identify gaps in support experienced by parent/carers,
- Ensure that the pilot service is informed by parent/carers and that families receive the help that they need, and
- Improve coordination between services

The survey should take approximately 15-20 mins to complete, it is open until 23rd June 2025.

If you have any questions about this survey, please contact Diana Salgado, Clinical Service Lead for the Leads Based Model team, through the email:

needsbasedneuro@swlstg.nhs.uk.

Kind regards

Needs Based Model Team

Attendance

Requests for absence, including illness or appointments should be sent to:

attendance@wallingtongirls.org.uk

Please provide at least 2 full school days notice of a planned absence for the school to complete the required processes before the event.

Absences for longer than one day need to be confirmed at least 2 weeks prior to the event. Families should note that requests for holidays during term time will not be approved and penalty fines can be issued.

To notify WHSg of a leave of absence, please complete this form and return to the email above

Contact Information and emails

If you need to update your home address or contact telephone number, emergency contacts or any other information, please send the updates to:

KS3 and 4 –

mandrews@wallingtongirls.org.uk

KS5 –

jday@wallingtongirls.org.uk

When replying to any SchoolComms emails, please use the individual contact email provided and for general enquiries use info@wallingtongirls.org.uk



Parking

Parking Please note that parents are unable to park or drive into the school grounds between the hours of 7.30am-4.30pm for safeguarding reasons.

Families can contact our reception to ask for permission, where the need arises for a pupil with mobility issues.

reception@wallingtongirls.org.uk

Please also ensure that when dropping your child at school each day, you are respectful of our local residents by not blocking drives and roads or impacting others' safety by parking or dropping off your child(ren) irresponsibly

Punctuality

Punctuality Good punctuality to both lessons and to school is expected of all students. We know that employers place great importance on punctuality and attendance, therefore it is important for our students to understand the value of being on time.

If a student is late 3 times within a half-term (roughly 6 weeks) they will receive a 60 mins detention on a Wednesday or a Friday. If the student is late again within the half-term they will receive an automatic 60 mins detention, a late report and there will be a meeting with parents. This will re-set at the start of each half-term

We ask that parents support these actions as important processes for the school and understand that detentions cannot be moved for any after school clubs or enrichment events. Should a detention clash with a medical appointment, evidence will be requested for the school to show flexibility.