

The Wallington Week

13th February 2026

Mental Health Week activities have been very well attended, and today our 'own clothes' day raised over £800 for the charity Place2Be. Thank you to everyone who supported this important cause.

Last week, some of our students attended Model UN at Nonsuch High School for Girls. The topic for debate this year was the regulation of AI in healthcare and how to prevent lower-income countries from being left behind in these advancements. Please read below for a student's account of this inspiring event.

You will have already been informed about our next Enrichment Day, which takes place after half term on 5th March. This is always a rich and rewarding day for students and one of the many reasons we are so proud of the wide variety of opportunities we offer as a school.

Our wonderful PFA runs a prize draw called the 100 Club, where winners receive a £50 cash prize. The draw has not taken place for a while, so we are pleased to share this week's winners: Atannagbow B, Atannagbowo B, Agbasi E, P Rani Sandhu, DF Dias, N & AN Shah, and Meliya and CG Maxam. Congratulations to all of you. Please contact the PFA to claim your prize. If you would like to join the 100 Club, please get in touch with the PFA.

The PFA also hosted our Year 9 and 10 disco this week. The event was very well attended, and our regular DJ, Mike, had everyone up and dancing.

Our ski trip students are currently in Austria. They have already enjoyed a day sightseeing in Salzburg which sounded wonderful. We wish them a fantastic rest of the trip.

You will also notice that we are making a big push on sustainability across the school. Our Gardening Club restarts after half term, and we look forward to seeing students get involved.

- Ms T O'Brien
Headteacher



**Half Term:
16th-20th Feb**

**INSET Days:
23rd & 24th Feb**

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](#).

Please see the latest careers newsletter [here](#).

Current Vacancies

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

Upcoming Events

5th March- Enrichment Day

9th March- Iftar Night

10th March- House Music Concert

Calendar

Week A

Monday 23rd February

- INSET DAY

Tuesday 24th February

- INSET Day

Wednesday 25th February

- Y11 Food Practical Exam Assessment NEA2
- Central Detention- 3.10-4.10pm

Thursday 26th February

- Y11 Food Practical Exam Assessment NEA2

Friday 27th February

- Y11 Food Practical Exam Assessment NEA2
- Central Detention- 3.10-4.10pm

Attendance

1st Sept 25-
3rd Feb 26

Y7 Y8 Y9 Y10 Y11

97.28%

96.59%

95.98%

96.12%

95.59%

Staff Messages

New Government website: Online Safety

The Government are launching a new website to support families and encourage regular conversations about what they're seeing online, asking simple questions, like "who shared this" and "why?". Based on parents' main concerns and needs, it provides:

- tips for parents' conversations with their children
- actions to support each stage of their child's life
- parental controls information

The website will continue to grow and be developed this year, supporting the [Online Safety Act](#) and wider government aims.

Here is the website - [Kids online safety](#)

-Mrs Sundborg
Assistant Headteacher & DSL

Supporting Safe Use of AI

From setting clear usage boundaries to teaching digital hygiene and promoting independent thought, the attached guide offers parents/carers practical advice on the safe, positive use of AI. With the right understanding and guidance, you can ensure that generative AI becomes a positive influence, rather than a potential pitfall in young people's digital lives.

-Mrs Sundborg
Assistant Headteacher & DSL

Parent Workshop: County Lines and Criminal Exploitation

Date and time: Fri 27th March 2026,
1.00-2.30pm

Facilitator: The Ivison Trust

Location: This is a virtual event - Zoom

Join our interactive webinar where we will share what criminal exploitation is, with a focus on county lines. We will explore how to spot signs that it may be happening to your child or a child you know. We cover trends in your local area and where to get advice and support if you are concerned.

To book your place follow this link - [Parent webinars - county lines and criminal exploitation - Ivison Trust](#)

-Mrs Sundborg
Assistant Headteacher & DSL

Google Family Link

For children with Android devices, Google Family Link is a great way for parents to set restrictions. Internet Matters has released a brand new YouTube video showing how to set up Google Family Link to customise content and screen time restrictions: [How to set up Google Family Link | Internet Matters](#)

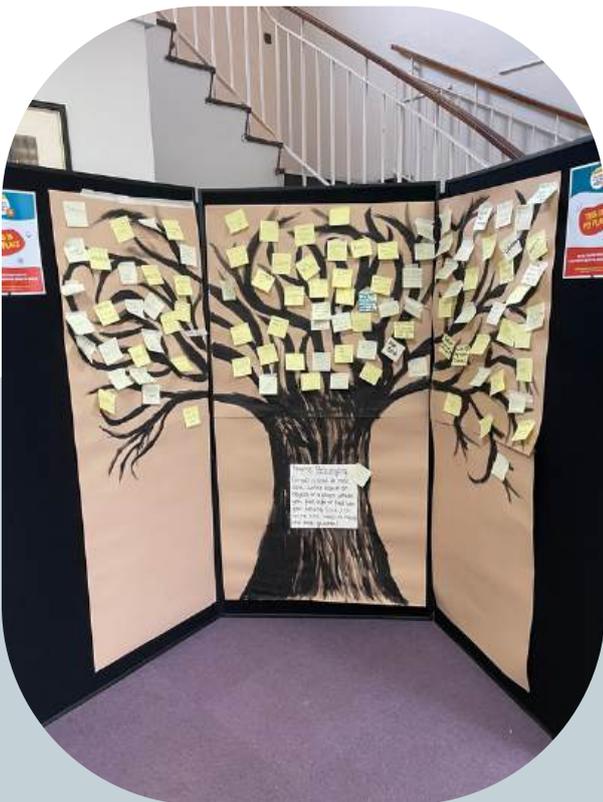
-Mrs Sundborg
Assistant Headteacher & DSL

Staff Messages

Children's Mental Health Week 2026

We celebrated Children's Mental Health Week last term. This year the theme was "This is My Place" and in support of this the Wellbeing Mentors created a display in the foyer, led assemblies to all year groups and organised lunchtime activities throughout the week such as crocheting, art activities and yoga. We also had a non-uniform day on the last day and raised £858.85 for the charity Place2Be - a children's mental health charity who provide mental health support in schools through one-to-one and group counselling as well as offering expert training and professional qualifications.

-Mrs Sundborg
Assistant Headteacher & DSL



MUN Nonsuch - written by leader Anna H.S

On Friday 6th of February, 10 sixth form students attended the model United Nations conference at Nonsuch High School for Girls. Pupils from both schools took part, as well as pupils from Carshalton Girls. The topic for debate this year was the regulation of AI in healthcare, and how to prevent lower income countries from being left behind in these advancements. Everyone that attended wrote position papers to outline the views of the country they represented. In the morning, the delegates gave speeches about their chosen country's stance on the issue, and then informal discussion allowed alliances to be formed in order to draft solutions to the issue. Just before the day ended, an excellent resolution was passed, which is definitely an achievement given how complex the issue was. Our students were very active and enthusiastic in the debate, and two won awards, voted for by the other students present. Congratulations to Lizanne in year 13 and Charlie in Year 12! We are so proud of you both, as well as all of our talented delegates. It was a very successful first conference of 2026, especially considering it was the first MUN conference many of us had ever attended, and we hope to keep it up for the next one that comes our way.

Historic Dockyards

Year 13 historians recently visited Portsmouth Historic Dockyard as part of their A Level study of the British Empire, with a particular focus on the development of the Royal Navy. The trip began with a guided tour of HMS Victory, Admiral Lord Nelson's flagship at the Battle of Trafalgar, which provided valuable insight into naval warfare and command in the age of sail. Students then explored HMS Warrior, Britain's first iron-hulled warship, highlighting the transition to industrial naval power, and HMS M33, a First World War monitor that illustrated the Navy's changing global role. The visit concluded with time at the Mary Rose, Henry VIII's Tudor flagship, offering a longer-term perspective on the evolution of Britain's naval strength. Students particularly enjoyed the visit, not least learning the memorable story of Nelson's death at Trafalgar and how his body was preserved in a barrel for the journey home!

-Mr Lawrence
Head of History
& Politics



10 Top Tips for Parents and Educators

SUPPORTING SAFE USE OF AI

Artificial Intelligence (AI) is increasingly woven into young people's digital lives. It can offer some educational benefits and day-to-day assistance; however, it also raises concerns about misinformation, privacy, fairness, and safety. This guide provides parents and educators with practical strategies to support young people to navigate AI tools responsibly, and to use them safely and with discernment.

1 DEMYSTIFY WHAT AI REALLY IS

Children encounter AI in most online places, including games, streaming platforms, and school tools. Explain that AI uses patterns from past data to make decisions, but it doesn't think or feel like humans. Use age-appropriate examples, like how recommendations on YouTube or Netflix work, to build understanding and prevent false beliefs about AI being all-knowing or alive.

2 TALK ABOUT RISKS OF MISINFORMATION

AI can create convincing false information, including deepfake videos, photos, and fake "facts". Encourage children to think critically about what they see and read. Teach them to double-check information using reliable sources, to look at images and videos carefully, and to ask an adult if something doesn't seem right.

3 DISCUSS DATA AND PRIVACY

Explain that AI systems learn by analysing lots of data, sometimes including personal information. Help young people to be mindful of what they share online and why protecting personal data matters. Model good habits like reading app permissions together or reviewing what's collected by voice assistants like Alexa or Siri.

4 ENCOURAGE CREATIVE USE OF AI

Support children, when using AI tools, to explore ideas, make art, or build projects. This fosters confidence, imagination, and independent thinking. When children use AI creatively, rather than just passively consuming it, they are more likely to stay engaged and make thoughtful choices.

5 USE AGE-APPROPRIATE AI TOOLS

Not all AI platforms are suitable for children. Choose tools designed for education or creativity, with clear safety policies. Review terms of use and privacy settings, and help children use them in age-appropriate ways. For example, some chatbot tools mimic conversation but should only be used with guidance and boundaries in place.

6 USE AI TOGETHER

Exploring AI tools together can help adults understand how they work and spot potential issues. Try co-writing a story with an AI writing assistant or experimenting with an AI art tool. This encourages curiosity, helps you stay informed about the latest AI tools, and allows you to reinforce safe and respectful use while modelling critical thinking.

7 SET BOUNDARIES FOR AI USE

Establish when, where, and how AI tools can be used, just as you would with any digital technology. For example, you might agree not to use AI tools to complete school assignments without permission, or to avoid unsupervised use of voice assistants. Consistent boundaries help manage overuse and misuse.

8 WATCH FOR OVERRELIANCE

Some AI tools, like homework help apps, may be tempting shortcuts. Encourage children to use AI to support their thinking, not replace it. Celebrate effort and process over perfect answers. Reinforce that mistakes are part of learning and that relying too heavily on AI can limit real understanding.

9 TEACH DIGITAL ETHICS AND LITERACY

Help children explore how AI works, where it might be biased, and why ethical thinking matters. Building digital literacy alongside ethical awareness ensures children engage with AI critically, not just conveniently. Help young people to understand that not all people use AI for legitimate purposes; some use it for malicious reasons. Encourage questions about fairness, representation, and who benefits from certain tools; talk about algorithms, echo chambers, and the impact of automation on daily life.

10 STAY CURIOUS AND INVOLVED

AI is developing rapidly, and staying informed helps you support the young people in your care. Follow trusted sources for updates and keep the conversation going. If a child brings up a new AI trend or tool, take the opportunity to learn about it together. Showing interest builds trust and strengthens digital resilience.

Meet Our Expert

Home to the world's largest CPD library for educators, The National College has transformed the way education establishments go about developing their workforces and managing compliance. Our three memberships help all phases and types of setting raise standards, save time, reduce risk, and build a culture of improvement.

KS3 Readathon

We are delighted to be running a Read for Good Readathon for all Key Stage 3 students throughout March to celebrate the National Year of Reading 2026. Please encourage your children with their reading of fiction and non-fiction. Students have been given their sponsorship card and attached are further details of how you can support.

-Mrs L Randall

Director of Faculty - English, Drama, Media and Classics

WE'RE GETTING READY FOR READATHON®



We're reading and raising to
get the magic of books and
stories to children in hospital.

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Proud to
support



Sustainability



FACTS

- It is estimated that we throw away over 600m batteries in the UK each year
- Only 27% of batteries are recycled in the UK, resulting in more than 20,000 tonnes of battery waste straight to the landfill where they can leak toxic chemicals
- It takes fifty times more energy to make a battery than the finished product produces



TIPS/SOLUTIONS

- Never throw batteries in household rubbish
- Take batteries to designated drop-off points at supermarkets, DIY stores or local council recycling centres
- Recycling allows for the extraction of valuable metals like lithium, zinc and lead to be reused
- The use of multi-use (rechargeable) batteries means that we can significantly reduce our overall environmental impact by minimising the need for new battery production

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:

attendance@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

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 student with mobility issues.

reception@wallingtongirls.org.uk

Please also ensure that when dropping/collecting your child at school each day, you are respectful of our local residents by not blocking drives and roads or impacting others' safety by pulling in/ parking irresponsibly.

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.