

The Seagull



Issue 774 Friday 14th June 2024

Next Week is Week 1

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HEADTEACHER'S NEWS

Gold Seagull Winners



Frankie-Jay and Daniel Dean Year 7, Riana Year 8, Gabriele Year 9 and Sabina Year 10

Triple Winners – Akanksha, Gloria, Nazmin & Sabrina. Year 9

This week saw the launch of the National Breakfast Programme where we invited students to join us for a nutritious breakfast from 8.00am in the school canteen. Students can enjoy a choice of bagels with jam, porridge or cereal and we will ensure that dietary requirements are catered for. The supervised canteen will be open until 8.20am daily for students to choose their breakfast and enjoy socialising with friends at the start of the school day. We would love to see more students take up this opportunity in the coming weeks.

The Year 11 and 13 GCSE and A Levels will draw to a close next week, we have been

hugely impressed with the commitment and dedication these students have shown during this period. The majority of students have engaged with the extensive intervention programme we offer at JRCS and we are confident that the commitment to learning and high aspirations of these students will result in positive outcomes this Summer.

Attendance to school directly correlates with positive outcomes for students and, compared to attendance data nationally and locally, we are above average. However, with the Summer fast approaching, it is more important than ever that we continue to support our young people getting in to school every day on time. Students who are late to school and lessons miss out on vital learning, which in time will have an impact on progress in their studies.

Ms Keane
Headteacher

Wellbeing Club



As the weather is still not being our friend making it near impossible to get outside for Wellbeing Club, we have been favouring activities in the library. This week we recreated our favourite memories using playdough to take a trip down memory lane.



During the session we all shared where our fondest memories took place and why they meant so much to us. For example, my memory was of a trip to New York where I lay by a lake and listened to the turtles bobbing in the water and the birds – this is my happy place! For our students, we had times when they rode rollercoasters, Christmases with family, playing games and birthday parties! It was another lovely week at Wellbeing Club, and we look forward to many more!

Ms Draisey
Senior Mental Health and Wellbeing Lead

Year 13 A Level Art

The Art department was proud to welcome back the Year 13 A Level Art students and open the doors of their studio to showcase their work to their teachers and peers. Amazing art!

If you missed it, you can still pop up to Art to get a glimpse... Or check out more images on the school's Instagram page!



Miss Franz
Teacher of Art

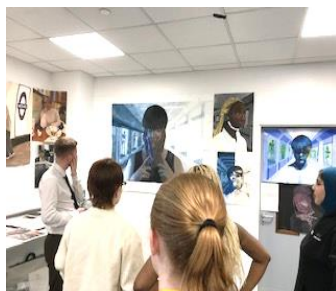
Year 10 RPC careers visit



As part of the JRCS social mobility programme and it also being social mobility day, Year 10 had the opportunity to visit HSBC in Canary Wharf to get an insight into the financial and banking sector. Students had the opportunity to take part in several interactive banking related activities, discussions on pathways to entry, a visit to the trading floor and the opportunity to meet with HSBC staff. Students were very excited about taking part in this opportunity and were very engaged in all activities. Well done!



Miss Boulton
Assistant Headteacher



The JRCS Apprentice



The JRCS Apprentice has kicked off and the 2024 Year 10 candidates are buzzing with enterprising tasks. Students across the school can get ready for the JRCS Apprentice weekly episode to

be shown in form time. Miss Henry has arranged this extra-curricular activity, and she is keen to give students a chance to taste the real world of business life.

Mr Lungley, Lead Teacher of Economics, has stepped into the role of a lifetime as Lord Lungley; he will be firing the candidates as we look for the next JRCS Apprentice. In an interview, Lord Lungley said, "I can't wait to see what the candidates have to offer."



Year 12 BTEC Business students Lamin, Slavi, Derek, Victoria, Ronan and Mason (pictured above) are managing the production process of the JRCS Apprentice as part of their course. This helps them to develop their skills in leadership and management and gives us a practical method of assessing the students for unit 9, teamwork.

The Apprentice candidates had to apply with a video or a pitch. The successful candidates who will be facing challenges over the next few weeks are, Luke, Kamsi, Nkem, Deborah, Hafiza, Joan, Ope, Ife, Albert, Feranmi, Ramadan, Taielle, Nana, Goodness, Finley, Nehan, Ronnie and Jackson in Year 10.

I'm excited to see who the 2024 JRCS Apprentice will be. Huge thanks to Miss Henry for making this exciting project happen.

Miss Wright
Head of Business & Economics

Monjola, Year 12



I am delighted to introduce a new regular entry to JRCS Seagull. Monjola, in Year 12, is hoping to pursue a career in journalism after her A Level studies and has kindly agreed to contribute a

regular column to The Seagull. It will be varied in terms of putting across views, looking at what is occurring in the community and creating some debate.

Her first piece below is based around why young people should be bothered about politics on a national and local basis. After the article is a QR code to use if you or any student over 16 is not yet registered to vote. Whilst you have to be 18 to vote, once registered you will be automatically sent details once old enough.

We recently had speakers in to our Sixth Form and 90% of them are now registered and ready to put their X on the spot (once they turn 18!).

Without any more words I leave you with Monjola.

Miss Campbell
Deputy Director of Sixth Form

"Monjola's Insights"

Why should young people care about politics?
"Why should I care about what's going on with our politics, I can't vote anyway?" A commonly misguided attitude amongst young people which embodies a far from accurate reality of the importance of young people being politically involved. With general election day looming and an all too familiar campaign buzz playing its part in inciting society, the play for Westminster is dominating headlines once again – and this critical period is increasingly becoming just as significant for the people who can cast their ballot, as the young people who currently can't.

The future is not so far away and actively taking steps to become politically conscious is major for this group, who will soon be directly impacted by decisions on things such as student loans, taxes, housing and salaries. The inevitable link between young people and these key policy areas means that they need to familiarise themselves with the political sphere

now, so they are equipped to make justifiable choices. Being prepared to be civically engaged is also a way to act on otherwise just wishful thinking of changes they hope will eventually come about. This all just cements how crucial it is to be ready to vote and young people should appropriately prepare themselves to offer their fresh, diverse perspectives to the nation they will one day inherit.

Being productive in this preparation will lead them to find accomplishment in remaining in the loop and therefore being capable of making informed decisions. Perhaps informed enough to influence voters within their families! A further means of political proactiveness for young people would be to look at parties' manifestos which have begun to be released and take notice of the promises being made by them so that in the next election, they can look out for what exactly has been fulfilled. This would be helpful for young people in constructing their voting perspective, and may simultaneously warrant heightened consideration of local elections, where they may find a route to a more effective, concentrated impact on them as an individual.

This is increasingly important as all aspects of politics affect young people, as disconnected from the sector as they may sometimes feel. Feeling safe as a young person on the streets, struggling with mental health, having concerns on the state of social justice and the plans for the change in climate which younger generations may be raising families in are just some lifestyle elements of young people that are arguably only heavily influenced through the political arena. When this is highlighted, young people should be encouraged to be aware of where their future is heading and how they feel about this. Considering ways to help this, social media is a dominating part of the average young person's life – and perhaps more needs to be done to make this home to a bigger political presence to stimulate that awareness young people crucially need.

Monjola

A General Election has been called for 4 July 2024. Register to vote by 11:59pm on 18 June 2024.

Who can register?

If you live in England and Northern Ireland



Learn more about elections and why voting is so important at www.votingcounts.org.uk

You must be aged 16 or over.

You can register to vote if you're a British citizen or an Irish citizen.

You can also register if you have permission to enter or stay in the UK, Channel Islands or Isle of Man - or you do not need

permission - and you're a:

- Commonwealth citizen
- Citizen of Denmark, Luxembourg, Poland, Portugal or Spain
- Citizen of another EU country, if you have had permission to enter or stay - or not needed permission - since 31st December 2020, and this has continued without a break.

Katelyn Achieves Herbert Smith Freehills Networked Scholarship Place!



**HERBERT
SMITH
FREEHILLS**

A small number of Year 12 students have been involved in a Networked Scholarship scheme run by international law firm Herbert Smith Freehills, based in London.

The students had to apply to be part of the initial group of seven students to represent JRCS. After their initial meeting, six of the students applied for the scholarship programme and made it through to interview. Each student travelled independently to their interview at HSF main office in Liverpool Street and had an interview with two of HSF's employees.

From this stage, we were fortunate that four students from JRCS were taken through to the last stage – an assessment evening. During this time, they had to contribute to their group's presentation by researching, discussing, and ensuring their pitch met the brief given at the start of the task.

From this final stage, five students from across the schools involved were selected to be part of

the HSF Networked Scholarship Programme 2024.



I am extremely proud that one of those places was achieved by Katelyn from JRCS. The programme will support her with a mentor for the next four years, provide an internship with HSF during the Summer after her A Level exams in 2025 – with a possible trip to the Paris office involved! The

support will continue through Katelyn's university course and help her with networking and work experience in the area of interest she is looking to follow.

I would also like to congratulate Abigail, Dinara and Lamin for getting through to the final stages – it was a very competitive year, and they should also feel extremely proud of their achievements.

The next stage for Katelyn will be at the new cohort launch in September, so expect a follow up article with a few corporate pictures.

Miss Campbell
Deputy Director of Sixth Form

Year 10 Sports Leaders



The Year 10 Sports Leaders planned and delivered an outstanding netball event for our local primary schools this week. Students had to plan drills and practices to develop basic netball skills and techniques and then organised a tournament for students to compete against other primary schools.

The Year 6 students really enjoyed the opportunity to visit JRCS sports facilities and get to know students and staff in preparation for many of them to join us in Year 7. The Sports

Leaders demonstrated excellent organisation and communication skills and this event will contribute to their final assessment for the Sports Leaders UK qualification.

Well done to all involved!



Mr Thomas and Ms Bevan
PE Department

GCE & GCSE Exams

Below is the exam timetable for the remainder of the GCE & GCSE exams. These are official exams and students will be required to attend normal lessons when they do not have a scheduled exam. Please make sure students have a good breakfast and they have the correct equipment with them for each exam, including a calculator (if needed) and a black pen. If they wish to, they may bring water, but this needs to be in a clear plastic bottle with the label removed. Please remind your child that under no circumstances should mobile phones or smart watches be taken into exam rooms. If your child is unable to attend any of their exams, please call the attendance line as usual and we will require a letter from your doctor.

Date	Start	Exam Level	Year Group	Time Allowed	Board	Unit Code / Component
17/06/2024	09:00AM	GCE	13	90 mins	OCR	H556A (H556/03): Physics A: Unified Physics Wtn
		GCSE	11	85 mins	EDEXCEL	1RU0H (1RU0 4H): Russian Option H (Writing (h))
17/06/2024	14:00PM	GCE	13	180 mins	AQA	7062B (7062/2B): Religious Studies Adv Option B (Religious Studies Adv Paper 2b)
		GCSE	11	90 mins	OCR	J536B (J536/05): Music - Moderated Postal (Music:listening And Appraising - Wtn)
18/06/2024	09:00AM	CeFS	12	105 mins	LiBF	Unit 2 (FCML) Part B written paper exam - Resit opportunity
		GCE	13	60 mins	OCR	H555A (H555/03): Physical Education Mod Pstl (Pe: Socio-cltrl Physl Actv Sprtn Wtn)
		GCE	13	135 mins	OCR	H432A (H432/02): Chemistry A (Chem A: Synth & Anlytcl Tchnqs Wtn)
		GCSE	11	120 mins	EDUQAS	C600QS (C600U10-1): Design And Technology (D&t Comp 1 D&t In The 21st Century)
18/06/2024	14:00PM	GCE	13	150 mins	OCR	H446A (H446/02): Computer Science Mod Upd (Comp Sci: Algrthms & Prgming Wrtn)
		GCSE	11	80 mins	EDEXCEL	1PG0H (1PG0 4H): Portuguese Option H (Writing (h))
		GCSE	11	85 mins	EDEXCEL	1PN0H (1PN0 4H): Persian Option H (Writing (h))
19/06/2024	09:00AM	GCE	13	120 mins	AQA	7402/3: Biology Adv Paper 3
		GCSE	11	105 mins	EDUQAS	C560P1 (C560UA0-1): Food Prep And Nutrition - Written (Food prp & ntrition Comp1 Written Princ)
20/06/2024	09:00AM	VOC L1/2	11	80 mins	EDUQAS	5409UA0-1: Hosp & catering Industry Onscreen New (Hosp & catering Unit1: Onscreen New)
20/06/2024	14:00PM	GCE	13	120 mins	EDEXCEL	9MA0 31: Mathematics (Statistics) 9MA0 32: Mathematics (Mechanics)
21/06/2024	09:00PM	GCE	13	90 mins	OCR	H432A (H432/03): Chemistry A (Chem A: Unified Chemistry Wtn)

Weekly Outline of Out of School Hours Learning Activities 2023-2024

Monday

Club	Year Group	Staff	Time	Venue	Department
Breakfast	All	HIL3	7.45-8.15am	FC4	
Orchestra	All	JEN	8.15 - 8.50am	MU1	Music
Netball Year 8 and 9	8 & 9	BEV1	12.30-1.00pm	Sports Hall	PE
Netball Year 7	7	BEV1	1.30-2.00pm	Sports Hall	PE
Table Tennis	7, 10 & 11	SEN1	1.30-2.00pm	Sports Hall	PE
Football	10	CUL2	4.15-5.20pm	Astro	PE

Tuesday

Club	Year Group	Staff	Time	Venue	Department
Breakfast	All	HIL3	7.45-8.15am		
Girls only Fitness	7, 8, 9, 10 & 11	SEN1	7.45-8.00am	Fitness Suite	PE
Choir	All		8.15-8.55am	MU1	Music
Volleyball	All	HWD	7.45-8.15am	Sports hall	PE
Christian Lunch	All	TIZ	1.30-1.55pm	SC14	
Sports Leaders	10	SEN1	1.30-2.00pm	Sports Hall/ PE1	PE
DofE	10	LEA2	3.05-4.15pm	SD3	DofE
Wellbeing Club	All	DRA1	3.15-4.00pm	Meet at the library	Wellbeing
Spanish Club	KS3	FER3/DAM2	3.05-4.00pm	MFL3/FC1	MFL/DT
Textiles Club	7,8,9 & 10	MIR2	3.05-4.05pm	DT6	DT
Tennis	All	SEN1	3.15-4.15pm	Ball Courts	PE
Cricket	All	HWD	3.15-4.15pm	Sportshall	PE
KS3 Dance Company	7, 8 & 9	ENG	3.15-4.15pm	DA1	Dance
Rounders	All	BEV1/EME1	3.15-4.15pm	Field	PE

Wednesday

Club	Year Group	Staff	Time	Venue	Department
Football	9 & 10	CUL2	7.45-8.30am	Astro	PE
Basketball KS3	7, 8 & 9		7.45-8.15am	Sports hall	PE
Breakfast	All	HIL3	7.45-8.15am	FC4	
Yoga	All	ENG	7.45-8.00am	DA1	Dance
Year 10 Band	10	MAT3	8.20-8.55am	MU2	Music
Christian Lunch	All	ROS1	1.30-2.00pm	HU5	
Debate Club	7,8 & 9	SAI3	1.30-2.00pm	PDE2	PDE
Jazz Band	All	MAT3	1.30-1.55pm	MU2	Music
Pride and Allies	All	BRO4	First Wednesday of each month 1.30-2.00pm	RS01	RS
KS3 Dance Company	7, 8 & 9	ENG	1.30-2.30pm	DA1	Dance
Rugby	7 & 8	External Coach	1.30-3.00pm	Astro	PE

Thursday

Club	Year Group	Staff	Time	Venue	Department
Breakfast	All	HIL3	7.45-8.15am	FC4	
Netball morning club	All	BEV1	7.45-8.15am	Sports Hall	PE
Fitness	7, 8, 9, 10 & 11	EME1	7.45-8.15am	Fitness Suite	PE
Orchestra	All	JEN	8.15-8.50am	MU1	Music
Vocal Group	All	M.Harris	8.15-8.50am	PR11	Music
Wind Band	All	L.Ellis	8.15-8.50am	PR12	Music
Year 11 Band	11	MAT3	8.15-8.50am	MU2	Music
Year 10 Band	10	MAT3	8.15-8.50am	MU2	Music
Futsal	8 & 9	SEN1	12.30-1.00pm	Sports Hall	PE

Jazz Band	All	MAT3	1.30-1.55pm	MU2	Music
Photography/Film	8	FRA2	3.10-4.10pm	AR2	Art
Science	KS3	TAS2/HOQ1/IQB1/AGY/ TIZ	3.05-3.45pm (Starting after Oct half term)	SC7	Science
Athletics	All	PE	3.15-4.15pm	Field	PE
Dance	KS3	ENG	3.10-4.10pm	Dance Studio	Dance

Friday

Club	Year Group	Staff	Time	Venue	Department
Breakfast	All	HIL3	7.45-8.15am	FC4	
Futsal	All	HWD	7.45-8.15am	Sports Hall	PE
Table Tennis	8 & 9	JON4	12.30-1.00pm	Sports Hall	PE
Jazz Band	All	JM	1.30-1.55pm	MU2	Music
Football girls	All	RIJ	3.00-4.00pm	Astro	PE
UKMT	KS3	MOR12	3.05-4.05pm	MA9	Maths
Basketball KS3	KS3	External Coach	3.00-4.00pm	Sports Hall	PE

10 Top Tips for Parents and Educators

ENCOURAGING HEALTHY FRIENDSHIPS

Navigating the complexities of childhood and adolescent friendships can be challenging – but with the right guidance, children and young people can cultivate meaningful, supportive relationships, some of which may last for many years. These top tips provide a comprehensive approach to fostering healthy friendships among children and young people. It's important to remember, however, that each child is different, and will require an individual approach to relationship support.

1 GRANT FRIENDSHIP OPPORTUNITIES

Encouraging children and young people to join extracurricular activities can foster healthy friendships by providing shared interests and common ground. Engaging in these pastimes offers a platform for interaction, sometimes alleviating the social pressures of knowing what to say, and helps children develop meaningful connections.

2 LEAD BY EXAMPLE

The children and young people in our lives see how we behave, the connections that we've made and the interactions between us and others. When we model healthy friendships, we set an example and help youngsters to understand what healthy friendships looks like and how to navigate them.

3 HELP THEM LOVE THEMSELVES

Healthy friendships aren't just about dynamics with other people. They're about our relationship with ourselves. For overall wellbeing, it's important for a child to have the space to build their self-esteem and a positive self-image, as these factors can have a notable influence on the friendships they form throughout life.

4 MONITOR SCREEN TIME

Too much screen time can affect some children's wellbeing in general, but it can specifically impact friendships if it results in fewer positive social interactions. In some cases, reducing screen time and encouraging children and young people to find ways to interact face-to-face can have positive results. It's also important to remember that young people can make positive friendships online, but they will require support to do this safely.

5 TEACH PROBLEM-SOLVING

Inevitably, friendships can run into problems. However, this is also an opportunity to support children and young people to work through any difficulties that may arise. It can be tempting to intervene and try to fix these issues for those involved, but helping them consider ways of resolving conflict or managing difficult situations for themselves can help them create stronger friendships.

6 EMPOWER THE CHILD

When we give children and young people the confidence to choose their friends, navigate interpersonal boundaries and consider how they want to interact with the different people around them, we empower them to take control of the friendships they have. When young people feel in control of these things, they're more likely to make positive choices and remain aware of the signs of a negative relationship.

7 TEACH EMPATHY

'Healthy friendships' doesn't always mean 'perfect'. Sometimes, disagreements can happen. When we teach children and young people to have empathy, we help them to see both sides of a relationship, to be mindful of the challenges a friend might be facing or whatever else might be going on. This can help children and young people to build stronger friendships.

8 BE OPEN TO QUESTIONS

Talking to young people about their friendships, who they spend time with and who they interact with can open the door to questions if they have concerns. Initially, these queries may be straightforward, but if we are receptive to discussion from the outset, young people are more likely to come to us for help when they are older as well.

9 UNDERSTAND BOUNDARIES

One of the keys to a healthy friendship is honouring boundaries. This can include anything from respecting personal space and belongings to acceptable language and behaviour. Understanding the importance of setting these limits and upholding these set by others can help children stay safe. If young people figure out their boundaries and feel comfortable enforcing them, they're more likely to call someone out if they go too far.

10 SPOT THE SIGNS

We can't always supervise young people; sometimes, we need to step back and give them some space. However, it's important to consider any indicators that they may be struggling in their friendships. Are they becoming increasingly introverted? Does their behaviour alter when they've been with their friends? Are they becoming withdrawn or reluctant to take part in certain activities? These could all be signs that they're finding things difficult, and we should remain alert to such changes.

Meet Our Expert

Becky Dawson is an experienced educator who has worked in primary and secondary schools for 20 years. She is a facilitator, consultant and coach working with young people and the adults who work with them, with a focus on developing understanding and skills around mental health, wellbeing and safeguarding.



#WakeUpWednesday

The National College

Schools and Colleges Early Support Service: Parent and Carer Webinars



Dear Parents and Carers,

We would like to invite you to attend the **Summer Term** webinar series specially tailored for parents and carers of adolescents, in collaboration with the Schools and Colleges Early Support Service.

The topics have been chosen to reflect core developmental processes in adolescence and common difficulties parents can struggle with. The content is psychoeducational, strategy-based and solution focused. The webinars will cover the following topics:

- How to support your young person with low mood
- Anxiety in adolescence: how can parents and carers help?
- Understanding the impact of bullying on a young person's mental health: practical strategies to help you support your young person to get through their experience and feel okay again
- Managing teen behaviour that challenges: tips and tricks
- Weathering the storms of strong teen emotions: do's, don'ts and when to consider talking to someone
- Building resilience, staying connected and nurturing your relationship with your teen
- Understanding the adolescent brain: strategies to help you understand and support young people's mental health and wellbeing
- Supporting your young person through exam time
- Transitioning to secondary school
- Supporting young people who experience panic

Further details on each webinar are below. To register please click on the relevant Zoom link. After registering, you will receive a confirmation email containing information about joining the meeting.

Managing teen behaviour that challenges: tips and tricks

Wednesday 19 June 12:00-13:00 [Click here](#) to register

Most adolescents will at some stage in their development engage in behaviour that parents find challenging and worrying, for instance, substance misuse, being overly argumentative and rejecting, oppositional behaviour and excessive social media use. It can become difficult for parents to find ways of discussing their concerns with their teens who may increasingly not want to hear any advice their parents have to offer. This webinar will provide an overview of adolescent development and the brain, including common challenging behaviours during adolescence. It will discuss different parenting styles and offer tips for parents on how to approach and discuss challenging behaviour with teens, and how to set boundaries. Places on this webinar won't be limited and there will be an opportunity to ask questions at the end.

Weathering the storms of strong teen emotions: do's, don'ts and when to consider talking to someone

Monday 24 June 17:00-18:00 [Click here](#) to register

Adolescence inherently consists of many storms that parents, families, and young people have to weather, many of which are driven by an intensity of emotions that is unique to this developmental stage. Teenagers grapple with their own identity, their social relationships, and their need for autonomy, and in turn parents face the challenge of being left out, managing their own reactions to strong teen emotions, and finding different ways of connecting with their teens.

This webinar will provide an overview of the changes adolescents go through, why teenagers experience such strong emotional fluctuations and how these are linked to processes in the brain. It will offer ideas on how to support teenager with their strong feelings and what to best avoid.

Lastly, the webinar will discuss the difference between normal emotional difficulties in adolescence and issues that may need additional support. Places on this webinar won't be limited and there will be an opportunity to ask questions at the end.

Transitioning to secondary school

Tuesday 2 July 17:00-18.00 [Click here](#) to register

This webinar will explore ways that you can support your child during this period of change. Top tips will be shared to help you to consider challenges and opportunities that may arise during transition, spotting when your child may be struggling, strategies to help you to support your child and exploring your own wellbeing. Resources will be shared on how you/they might seek further support if needed.

Anxiety in adolescence: how can parents and carers help?

Wednesday 17 June 17:00-18:00 [Click here](#) to register

It is normal to sometimes feel anxious, however for some adolescents, anxiety can become a significant problem that stops them from doing things, e.g., talking to new people, going out with friends, or doing their best in exams. The focus of this webinar will be on what parents/carers can do to help their teens who are experiencing anxiety.

It will cover when anxiety is normal vs. problematic, common anxieties during adolescence (exam stress, social anxiety and worries about identity and development), the relationship between parent-child anxiety, and how and when to access support for you and your child. We will also discuss a couple of 'real world' examples of common adolescent anxieties and different strategies that may be helpful in those situations.

How to support your young person with low mood

Thursday 4 July 12:00-13:00 [Click here](#) to register

Low mood does not just affect adults. Young people can experience low mood too. Common signs of low mood often include sadness that does not go away, feeling irritable all of the time, not being interested in things that used to be enjoyed, feeling tired and exhausted a lot of the time. Things that might increase low mood include family difficulties, bullying, bereavement, parental separation, friendship issues.

Our webinar will offer some insight into spotting the signs and symptoms of low mood, understand why young people are vulnerable to experiencing this and offer evidence-based strategies to support a young person.

Supporting young people who experience panic

Wednesday 26 June 17:00-18:00 [Click here](#) to register

Many young people can experience panic at different points in their life. The causes for panic can vary for each person such as exam stress, friendship difficulties, fear of social situations. However, we know it can be common for a young person to experience a panic/anxiety attack during the school/college day. This can seem unexpected for both young people and staff. In this bitesize recording we will focus on understanding panic, learning about the brain's response, what keeps panic going as well as ways exploring ways to manage and reduce symptoms of panic.

Supporting your young person with anxiety before they get their exam results

Monday 8 July 17:00-18:00 [Click here](#) to register

This webinar will explore ways in which you can support your young person with feelings of anxiety around results day. We will offer top tips from our Young Champions and healthy strategies that you can use to support both yours and your young person's mental wellbeing.

Parent and carer webinars: on-demand

Schools and Colleges
Early Support Service



How to support your young person with low mood

This webinar will offer some insight into spotting the signs and symptoms of low mood, understand why young people are vulnerable to experiencing this and offer evidence-based strategies to support a young person.



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How to support your young person when they get their exam results

This webinar will explore ways in which you can support your young person with feelings of anxiety around results day. We will offer top tips from our Young Champions and healthy strategies that you can use to support both yours and your young person's mental wellbeing.

Transition to secondary school: supporting your year 7 child with the ending and new beginning

This webinar will explore ways that you can support your child during this period of change. Top tips will be shared to help you to consider challenges and opportunities that may arise during transition, spotting when your child may be struggling, strategies to help you to support your child and exploring your own wellbeing. Resources will be shared on how you/they might seek further support if needed.



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How to support your young person with anxiety

This webinar explores when anxiety is normal vs. problematic, common anxieties during adolescence (exam stress, social anxiety and worries about identity and development), the relationship between parent-child anxiety, and how and when to access support for you and your child. We will also discuss a couple of 'real world' examples of common adolescent anxieties and different strategies that may be helpful in those situations.