

# The Seagull



Issue 775 Friday 21<sup>st</sup> June 2024

Next Week is Week 2

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## Year 11 Leavers Assembly

### HEADTEACHER'S NEWS

#### Gold Seagull Winners

Congratulations to this week's Gold Seagull winners:

Dominykas and Joel Year 7, Summer Year 8, Jayden Year 9 and Sienna Year 10.



**“The work done by this school in supporting pupils to develop into successful young adults is exceptional.”**

That is the opening line of the **Outstanding** Ofsted report we received! For those of you who have not had a chance to read the report, a copy has been attached to the back of this week's Seagull.

Exceptional is certainly a word I would use to describe our Year 11 students. We held our celebration assembly yesterday. I am so proud of the young people in Year 11 and what they have achieved. They have displayed many of the key character traits and school values of Respect, Responsibility and Resilience over the last few weeks. We look forward to celebrating further with you at school prom but, for now, may I take this opportunity to wish you all the

very best of luck in the next phase of your journey!

As one year group moves on, another starts. Next week we look forward to welcoming our new Year 6 students and parents. We are excited about starting the secondary school journey with you!

**Some key dates for your diary:**

Monday 24<sup>th</sup> June: Year 13 Boat Party

Wednesday 26<sup>th</sup> June: New Intake Evening (Year 6 parents and students)

Friday 28<sup>th</sup> June: New Intake Day (Year 6 students)

Tuesday 2<sup>nd</sup> July: Summer Music Night

Monday 8<sup>th</sup> July: Year 11 Prom

Tuesday 9<sup>th</sup> July: Year 11 Sixth Form Induction Day

Wednesday 10<sup>th</sup> and Thursday 11<sup>th</sup> July: ACHIEVE Days 3 & 4

Friday 12<sup>th</sup> July (early finish): Sports Day (weather permitting)

Thursday 18<sup>th</sup> July: ACHIEVE Day 5

Friday 19<sup>th</sup> July: End of term - 12.00pm finish!

Ms Keane  
Headteacher

**Year 11 Leavers' Assembly**



It was such a joyous occasion this Thursday to welcome back our Year 11 students for their Leavers' Assembly. They have worked hard during the exam period and remained resilient to the end; we are so proud of them.



We were fortunate enough to be joined by the Year 11 band who kicked us off with 'Shut up and Dance' followed by 'Love in the Dark', the atmosphere completed by dim lighting and glow stick waving. It was such a wonderful assembly full of

celebrations from the Andy Buck Award for

Outstanding Service for Anton, top tutees in every form, 52 Jack Petchey nominations and so much more. The event ended with our classic balloon release (don't worry they are biodegradable!).

It has been an honour to take this year group through their time in Year 11 and they did me proud! We can't wait to celebrate more with them at the prom in two weeks!







Ms Draisey  
Head of Year 11

### Summer Music Night

Jo Richardson Community School is pleased to announce our annual Summer Music Night, taking place on Tuesday 2<sup>nd</sup> July at 6.00pm. Tickets are free and can be obtained from Miss Cummings in the Music Admin office. We will be showcasing a whole array of musical talents featuring school ensembles and solo performers sharing the stage outside under Keane's Canopy. We look forward to your support and we'll see you there!

The Music Department  
Jo Richardson Community School

### The Apprentice

This week saw the first task and the first firing from the 'hit show', The JRCS Apprentice. This week's task was to find a list of items around the school based on some rather cryptic clues. Part of the task was about negotiating with the staff for the items. They used their JRCS business bucks to pay for their items.

The winning team was the one with the most items and the most money left after some deductions had been made for some rule breaking/mistakes. The candidates had to take on board the rather candid feedback from their teammates and Lord Lungley in the board room. The winning team this week was Team Saints, who was very successful with Tairelle as their Project Manager.

The two students (both pictured below) who were fired this week were Deborah **"I would like to run my own business later in life"** from The Elites, and Feranmi **"This is my opportunity to experience business"**

from Team Fundz, both were brought back into the boardroom to face Lord Lungley by their project managers Nkem and Nana. Students will be able to watch the episode in form time.



Miss Henry  
Teacher of Business

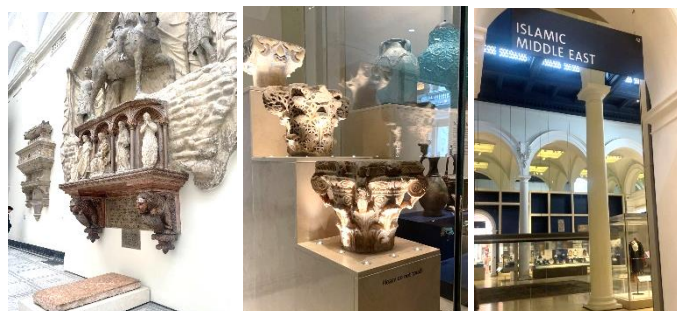
### Year 10 Trip



Year 10 RS students had a great time at the Victoria and Albert Museum in South Kensington on Friday 14<sup>th</sup> June.

They explored Islamic and Christian influence on art and design during the Renaissance and Golden Age of Islam, with treasures from the Persian and Ottoman Empires, as well as 15<sup>th</sup> century Italy.

As one student said, 'it was really interesting and a cool place to visit!'. Most had not visited so it was a great chance to see a new part of London.



Well done for upholding excellent behaviour and taking the opportunity.

Ms Brookman  
Teacher of Religious Studies

### Year 9 AI Trip



Year 9 students visited The Royal Institution where they listened to a range of lectures from industry experts about the fascinating world of AI technology. They participated in experiments and activities that link STEM (Science, Technology, Engineering & Maths) subjects and AI.



Miss Gendoo  
Second in Business & Economics



**SUCCESS FOR ALL**

## 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
Volleyball	All	HWD	7.45-8.15am	Sports hall	PE
Choir	All		8.15-8.55am	MU1	Music
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
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
Wellbeing Club	All	DRA1	3.15-4.00pm	Meet at the library	Wellbeing
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
Science	KS3	TAS2/HOQ1/IQB1/AGY/ TIZ	3.05-3.45pm	SC7	Science
Photography/Film	8	FRA2	3.10-4.10pm	AR2	Art
Athletics	All	PE	3.15-4.15pm	Field	PE
Dance	KS3	ENG	3.10-4.10pm	Dance Studio	Dance
<b>Friday</b>					
<b>Club</b>	<b>Year Group</b>	<b>Staff</b>	<b>Time</b>	<b>Venue</b>	<b>Department</b>
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



# Uniform Shop

## Summer Opening Times

### Uniform Shop

30<sup>th</sup> July 2024 – 5<sup>th</sup> September 2024

Tuesday, Wednesday and Thursday 10am - 6pm

Saturdays 10am - 2pm - All year round

### Order and Collect/Delivery

Order online, by phone or at reception

Online - [www.castle-green.org.uk](http://www.castle-green.org.uk)—Click and collect or delivery.

By Phone - Call reception on 020 8724 1500

In Person - Hand your completed order form to reception

### Collection Times

Orders can be collected from Reception during the following hours

Monday - Friday 9am - 9pm

Saturday & Sunday 9am - 4pm

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# 10 Top Tips for Parents and Educators

## FAIR PLAY AND FRIENDLY COMPETITION

In school sports, fair play and friendly competition are important for character development. Fair play embodies respect and integrity while good-natured competition balances rivalry with camaraderie. This guide addresses potential challenges – like the pressure to win – and offers practical tips on instilling values of fair play and cultivating a positive sporting environment for young athletes.

### 1 LEAD BY EXAMPLE

Parents, carers and teachers should try to exemplify fair play; demonstrating respect for opponents, coaches and officials. Children frequently learn by observing adult behaviour, so displaying a sense of fair play sets a powerful precedent for them to follow in their own actions on and off the field.

### 2 EFFORT OVER OUTCOME

Encourage children to focus on giving it their all, rather than basing their entire performance on whether they win or not. This fosters a growth mindset, where the journey and the process of improvement are valued just as much as the end result. It also reduces the pressure to “win at all costs”, which can be a harmful outlook in some situations.

### 3 SET CLEAR EXPECTATIONS

Establish clear guidelines and expectations for behaviour before, during and after sporting events. Ensuring that children understand what is considered acceptable conduct helps prevent misunderstandings and promotes a positive, respectful atmosphere.

### 4 HIGHLIGHT COOPERATION

Underline the value of teamwork and cooperation in achieving success. Success isn't just about individual achievements, but about how well the team communicates, encourages each other and works together towards a common goal. A strong focus on cooperation fosters camaraderie and mutual support among players.

### 5 DISCUSS ACCEPTING DEFEAT

Help children to understand that they can't win every contest – that losing occasionally is a natural part of both sport and life in general. Teaching them to accept defeat gracefully and learn from their mistakes promotes resilience, humility and the ability to bounce back stronger from setbacks. Taking a loss in one's stride is also an admirable trait and can help children and young people garner respect in their future life.

### 6 ENCOURAGE INCLUSIVE PARTICIPATION

Promote an environment where all children feel welcome and valued, regardless of their skill level. Prioritise the importance of participation and enjoyment over winning, creating a supportive atmosphere where every child can thrive and develop their abilities without unnecessary pressure.

### 7 FOSTER CONFLICT RESOLUTION SKILLS

Teach children how to resolve conflicts peacefully and respectfully, both on and off the field. Providing them with strategies for effective communication and problem-solving helps build stronger relationships and enhances their ability to navigate challenges, which can be a huge boon to them throughout their adult lives.

### 8 TEACH RESPECT

Emphasise to children the importance of respecting everyone involved in the game, regardless of the outcome. Respect for your teammates, opponents, coaches and officials helps to create a positive, inclusive sports environment where everyone can feel valued and appreciated.

### 9 GIVE CONSTRUCTIVE FEEDBACK

Offer feedback that focuses on areas for improvement rather than unfiltered criticism. Praise what a child has done well and advise on how to improve, rather than simply pointing out shortcomings. Encouraging a growth mindset and highlighting progress helps children to develop confidence, resilience and a desire to continue striving for excellence.

### 10 CELEBRATE GOOD SPORTSMANSHIP

Try to avoid solely drawing attention to children's physical performance on the field. Recognise and celebrate acts of sportsmanship, fair play and kindness, too. By spotlighting positive behaviour, you reinforce the importance of such conduct and inspire children to practise this in the future, creating a culture of respect and camaraderie within the sports community that does wonders for morale.

### Meet Our Expert

Caroline Holder is a PE consultant based in Staffordshire. Having worked across all age ranges delivering PE in schools, she now trains teachers and works with schools to develop their provision and ensure it achieves maximum impact for pupils. She passionately believes in the impact that PE, sport, and activity can have on children.



#WakeUpWednesday

The National College

Source: See full reference list on guide page at: <https://nationalcollege.com/guides/friendly-competition>

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# Inspection of Jo Richardson Community School

Gale Street, Castle Green, Dagenham, Essex RM9 4UN

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Inspection dates: 8 and 9 May 2024

**Overall effectiveness** **Outstanding**

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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Sixth-form provision	<b>Outstanding</b>
Previous inspection grade	Good



## **What is it like to attend this school?**

The work done by this school in supporting pupils to develop into successful young adults is exceptional.

The school forges strong partnerships with its local community to enrich pupils' wider experiences. Staff's highly positive working relationships with pupils also strongly support pupils' academic and personal development, and their attitudes towards learning. Staff know and care for pupils really well.

Pupils achieve extremely well, including in external assessments. Leaders have thought very carefully about how to develop a curriculum that will best enable pupils to thrive, both at school and in adulthood. When pupils experience challenges in meeting the high standards expected by the school, leaders support them with sensitivity and diligence. Pupils who are disadvantaged or those with special educational needs and/or disabilities (SEND) also get the support needed to learn very well. Parents and carers described how their children's aspirations and needs are supported because the school works with them as a 'team'.

The school gives pupils a voice in their education, and their opinions are highly valued. They relish the chance to demonstrate the 'ACHIEVE' values and to work towards receiving a 'Seagull' award. There are plentiful after-school activities for pupils to enjoy and to develop different interests. These are well attended.

Behaviour in class is very positive. Pupils work collaboratively in lessons to get the most out of learning. The school is a calm and productive environment. Pupils are kept safe.

## **What does the school do well and what does it need to do better?**

Leaders have thought carefully about how to develop a broad, rich and ambitious curriculum that meets the needs of the pupils. The curriculum is based on the national curriculum and, in some subjects, goes above and beyond what is expected. A key thread in leaders' curriculum thinking is getting pupils ready to flourish in life after school. For example, in planning the curriculum, the school looks at future local and national employment opportunities, and how the knowledge that pupils learn could help them to succeed in these careers.

Through the extensive personal development programme, pupils are also well prepared for life in modern Britain. They learn about and are given helpful information on the next stages in their education or training. Examples of this include independent advice at appropriate points and numerous opportunities to meet future employers and training providers. Pupils are also taught to understand fundamental British values, and how to live these out in their behaviour and attitudes.



Subject leadership, working closely with teachers within each department, has thought very carefully about the knowledge and skills that pupils need to develop and how this learning will be sequenced. This includes being clear about what pupils should have learned at each stage and how this should be checked. For instance, in history, teaching uses low-stakes questioning to find out what pupils can remember from previous lessons and to address any gaps in learning. Across subjects and year groups, teachers know their pupils well. They adapt the work set to enable pupils to be very successful in learning and remembering more over time.

Leaders have put reading and language development at the heart of the curriculum. Pupils are routinely expected to use subject terminology accurately, such as when explaining the curriculum content that is being studied. For example, in Year 13, students used and explained the term polarisation when considering the rise of Mussolini. Similarly, in Year 8, pupils learning about female representation used and explained terms such as feminism with accuracy. Those who are at their earliest stages of reading, and pupils who need to catch up, are supported to become confident and fluent readers. This is because the school provides these pupils with well-planned additional reading sessions and targeted extra help from adults.

Pupils with SEND are quickly identified when they join the school and are then very well supported. All staff receive effective training to deliver any additional help that these pupils need to learn confidently in a subject. For example, in order to extend staff's expertise, training is delivered both through subject departments and at a whole-school level. Staff are very appreciative of this approach to their professional development.

Pupils' behaviour is exemplary. They enjoy learning and they support each other in class. The attendance of pupils is strong, and the school is rightly taking effective steps to secure further improvements to this.

Pupils, and students in the sixth form, spoke about how much they appreciate the wider enrichment offer. Examples of this offer include the many opportunities that pupils have to become leaders within the school community and beyond. The school also fosters pupils' enthusiasm for exploring their interests. This is well demonstrated by the high uptake of extra-curricular activities. The school makes sure that all pupils are able to take part in the wider curriculum offer, for example by identifying and, where possible, reducing any financial barriers to participation.

Leaders use evidence from expert research to inform any changes that they make, and staff appreciate this care. They said that leaders are considerate of well-being.

The governing body supports school leaders very well. It helps them to identify and focus on making sure all pupils are equally well supported in their academic and personal development. For instance, the school is currently modifying the curriculum as part of its aim to increase the uptake of the English Baccalaureate at GCSE.

## Safeguarding

The arrangements for safeguarding are effective.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	133561
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	10296632
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11 to 19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1,682
<b>Of which, number on roll in the sixth form</b>	220
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Patricia Harvey
<b>Headteacher</b>	Lisa Keane
<b>Website</b>	<a href="http://jorichardson.org.uk/">http://jorichardson.org.uk/</a>
<b>Dates of previous inspection</b>	24 and 25 January 2023, under section 8 of the Education Act 2005

## Information about this school

- The current headteacher took up post in September 2021.
- The school currently makes use of seven registered alternative provisions.
- The school has an additionally resourced provision for pupils with autism. There are currently 26 pupils on roll at this provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.



## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and members of the school leadership team. They also met with the chair of governors and other members of the governing body.
- Inspectors carried out deep dives in these subjects: drama, English, history, mathematics, modern foreign languages and religious studies. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. This included some students in the sixth form.
- Inspectors also considered the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors spoke to pupils during lesson visits. Inspectors observed pupils' behaviour in lessons and at breaktimes and lunchtimes. The inspection team also spoke to staff about behaviour and about their workload in the school.
- The inspectors considered responses to Ofsted's online surveys for parents, pupils and staff.

## Inspection team

Luke Stubbles, lead inspector	His Majesty's Inspector
Gareth Cross	Ofsted Inspector
Jo Jones	Ofsted Inspector
Jonathan Newby	Ofsted Inspector
Jennifer Bax	Ofsted Inspector
Richard Poddington	Ofsted Inspector

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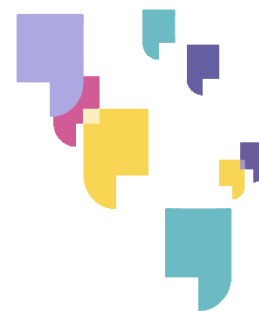
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# Schools and Colleges Early Support Service: Parent and Carer Webinars



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.

## 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.

### 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.