

WIMBLEDON HIGH SCHOOL

Stepping In Guide

2025-2026



Stepping In

We aim for every girl to feel known, supported, confident and able to shine at Wimbledon High.

WIMBLEDON
HIGH SCHOOL
EX HUMILIBUS EXCELSA

GDST

Fionnuala Kennedy
Head



Welcome

Welcome! The time is nearing, when your daughters will be joining us for Year 7 here at Wimbledon High School. We all remember that feeling of starting anew, seeing the world with fresher eyes and butterflies in our stomach as new uniforms are donned, pencil cases carefully chosen and pencils sharpened in anticipation.

Your daughter could not be in better hands – our pastoral team is caring and supportive, experts in guiding each student to know herself, to grow in independence and flourish in all aspects of her life.

For parents, it's time to let go a little – of course to be there for your daughters, but to realise that they won't tell you everything (which is part of the reason for this guide), but that you can trust us to do the best by them. There will be plenty of opportunities at school events over the year to chat with staff and other parents – how much you get involved is up to you, but remember you are joining a community too!

The road ahead will doubtless be a little bit bumpy on occasion, but together, students, parents, teachers, we've got this. It's going to be terrific!

Ben Turner (and Maddie)
Senior Deputy Head



A holistic education

We're proud of our holistic education here at WHS, placing our pastoral team at the core of school life, to help nurture and encourage our students at all times, and especially as they start and settle into their secondary school career.

Our tutors help equip students with the fortitude, determination and resilience to succeed in their academic studies and broader life, while crucially fostering the empathy and self-awareness that help make a caring community.

Alongside some practical tips for stepping into Senior school, you'll find in this booklet the key tenets of our pastoral strategy. We have an exciting year ahead; academically, we are keen to foster intellectual playfulness in particular.

More on that in the Autumn.

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Our Aims

Our Aims

Wimbledon High School's aim and approach to education, development and community are centred around our girls Stepping In and Striding Out.

Stepping In

We aim for every girl to feel known, supported, confident and able to shine at Wimbledon High.

Striding Out

We aim for every girl to leave us prepared to shape the society in which she lives and works.

Wimbledon High School achieves both of these by:

Encouraging resilience, independence and kindness. Nurturing curiosity, scholarship and a sense of wonder.

Promoting excellent teaching and learning.

Running a broad, inspiring co-curricular programme.

Our Team



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Our tutor system aims to ensure that every girl settles smoothly into her school life – tutors are the girls' and your first point of contact at school. Form groups remain the same for the duration of the stage of school:

Lower School Years 7 and 8

Middle School Years 9, 10, 11

Upper School Years 12 and 13 (Sixth Form)

The Head of Year leads the team of Form Tutors and co-ordinates the weekly and day-to-day pastoral care of the girls.

All tutors are subject teachers – they may not teach their tutees in their specialism, but they will certainly get to know your daughters well. They will register the girls morning and afternoon and will hold form times and *review and reflection* 1:1 meetings with them over the year. They are responsible for keeping an eye on individual welfare, student behaviour and progress.

They are your first port of call for updating us about what is happening at home. They will typically stay with the same form group until the end of the stage when the classes are mixed and the girls move up to the next section of the school.

In Year 7, girls are taught in their form groups for the majority of lessons, but are mixed into smaller groups for DT and Art.

The only setting we have in Year 7 is for Maths – this is more about flexibility of the pace of lessons rather than specific ability. Students are grouped into Maths sets during the autumn term. It's a fluid system, with movement between sets during Years 7 and 8.

House Tutors

In addition, we have a system of House tutoring, whereby your daughter will have fortnightly House form sessions taken by her House tutor. We group girls vertically from across the school for these form times and we find it an invaluable way of making friendships across the years, and indeed for the girls to get to know staff whom they may not otherwise come into contact with until they are older – heads of departments or members of the senior management team, for instance.

The wider pastoral team

The wider pastoral team comprises the school nurses, our counsellors and a group of trained sixth formers too, who are known as peer counsellors. We also have our pastoral dog Maddie!

Within school, safeguarding is everyone's responsibility and all staff are trained on an annual basis.

Communication

Fostering independence in our students is a key aim, and as their daughters start secondary school, parents realise they will be less involved with their daily lives. However, effective communication between WHS and parents is of course vital. We outline here the methods we use to keep you informed. You will be given login details for these apps at the start of term.

SchoolPost – Week Ahead, notices, letters and events

We use SchoolPost for our communications, grouping emails where at all possible to our weekly Wednesday Mail-out. Please make sure you read this. The first item every week will be the Week Ahead message – showing the events on in school in the following week. You will also be notified about community events that are open for booking – eg: plays and concerts. We like to encourage all parents to come to different events over the course of the year, whether or not your daughter is directly involved. They are important markers for the school year and you will find other parents, teachers and members of the senior management team there, to talk to over refreshments. We do urge you to take up these opportunities where work and family commitments allow. We mark in the subject heading where a message needs your response – eg: an RSVP for specific permissions, etc. This avoids us having to send any paperwork home. All emails sent out by the school will be accessible to you in your SchoolPost inbox as well, where you can search by subject or date. For urgent matters, we will use the text function in SchoolPost, so please ensure we have up-to-date mobile numbers at all times.

Evolve

In common with many other schools, we use Evolve for all administration for school trips.

Firefly and School Calendar

You can change your contact details on Firefly. It is also your access point to your daughter's attendance records and where school reports will be published. There is also a link from Firefly to the school calendar, weekly menus, etc.

For more notice on school events, we recommend parents subscribe to the school calendar.

ParentPay and Fees

If you have any queries about fees billing, please contact the GDST: feesdepartment@wes.gdst.net Lunches are compulsory and you are invoiced for these with the school fees. Payment for any additional items, such as optional snacks, trips and visits, is via ParentPay, a secure online system. New parents will receive their login details before the start of term.

Co-curricular clubs and Sports Fixtures

Club timetables are on SOCs – this application is for your *daughter only* and students will be shown how to use it for signing up to clubs, etc. All sports fixtures can be found at wimbledonhighsports.com or via SOCs.


A guide for accessing sports fixtures info is here:





News, social media and website

Do subscribe to our social channels and news feed for news, photos and reports from recent activities. We will also update parents with specific news at least once a half term, via Head's letters and newsletters. You can access all our key policies, recent academic results and leavers' destinations on our website:

wimbledonhigh.gdst.net

 [wimbledonhighschoolgdst](#)
whs_cocurricular
music_whs
sport_whs

 [Wimbledon High School GDST](#)
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Communicating with teachers

Your first point of contact should be your daughter's form tutor. Email is the best way to be in touch but bear in mind that teachers are more often than not away from their desks. Our policy is for staff to respond within 24 hours, at least with a holding email. There is no expectation that teachers will respond to emails over the weekend unless the matter concerns an urgent safeguarding issue.

If you need to liaise with any other member of staff, urgent messages should be relayed via reception: info@wim.gdst.net

Staff Concerns – Pastoral or Academic

If teachers have concerns about a student, they will mention these to the form tutor, who will be in contact with parents as appropriate. More often than not, of course, it is because of a pastoral reason that academic work might start to slip. Students who are struggling will receive further support from their tutor who will draw up an action plan, in liaison with subject teachers. Prolonged absence from school is always managed by collaboration between staff and parents.

Sport Fixture Cancellation

If a sports fixture is cancelled ahead of time, we will update SOCS and the fixture will show as cancelled or postponed. If a fixture is cancelled last minute (i.e. on the day) we will send a SchoolPost clarion/text message to parents.

Reporting absence

If you are alerting us to your daughter's absence, please contact reception via senior.absence@wim.gdst.net, copying in your daughter's form tutor, or you can leave a voicemail 020 8971 0900. Please do this before 8.30am on each day that your daughter is absent, including a reason for the absence.



Feedback for Parents

In Lower School, and in Year 7 in particular, the focus is very much on the girls settling in and getting to grips with the academic life at Wimbledon High. Your daughter's tutor will always be on hand to assist with any questions or queries that you might have regarding your daughter's academic attainment and overall wellbeing. In the autumn term (November) you will have a chance to have an in-depth conversation in person with your daughter's tutor. Ahead of this meeting subject teachers will flag any potential concerns with the tutor, to ensure these can be dealt with swiftly, before they become bigger issues. Emails from the Head of Year, sent via our SchoolPost system will notify you of the Parents' Evening dates, together with a link to our automated booking system for appointments.

In the Spring Term (March) you will meet the subject teachers who will provide a detailed update on how your daughter is getting on in their subject and provide helpful suggestions on things they should be working on. This Parents' Evening will also require students to reflect on their progress, to inculcate the importance of metacognition and encourage them to take ownership of their own learning. In the Summer Term (July) you will receive a detailed report which highlight both your daughter's strengths and areas of focus as they head into Year 8.

What to expect in Year 7

Curriculum

The Wimbledon High School Curriculum comprises all formal opportunities for learning plus broader opportunities outside the classroom

Our aims are:

Knowledge

Students will acquire the knowledge and understanding needed to equip them for life in the 21st century in a manner that gives them confidence and satisfaction; develop the ability to think critically, and to assess the validity and appropriateness of sources in an information-rich, global society.

Skills

Across the subjects, we build students' confidence to be intellectual risk-takers and problem solvers, to be bold and resilient in trying out new ideas. We also develop their ability to collaborate and communicate thoughtfully, skills at a premium in an AI world. Additionally, we help students be independent, leading their own learning within and outside the classroom.

Emotions

Students will be given experiences from which they can derive pleasure and enjoyment and, in so doing, develop a love of learning.

Achievement

Students will be provided with both a challenge and sense of achievement and be assessed in a way that clearly shows their progress.

Self-esteem

Students will be given opportunities to develop their self-esteem, the more easily to achieve their full potential and independence.

Enrichment

Students will have the opportunity for enrichment and support through provision of additional activities from which they may choose and which will facilitate further study and develop them as well-rounded individuals.

Striding Out

Students will develop worthwhile and satisfying relationships based on respect for themselves, for others and for their environment.

Neurodiversity and Hidden Differences

We ask parents to inform us of any known learning differences, however minor, from the start so that we can fully support each individual in her learning.

All students are as a matter of course screened for specific learning differences in Year 7, though naturally we recognise that other differences may become apparent over time; for example, a teacher might identify a specific issue with learning in their subject.



Our Neurodiversity and Hidden Differences team works closely with students, pastoral leaders and individual subject teachers to ensure the right support is put in place, but also to raise awareness and understanding, and encourage an inclusive approach in the classroom and beyond.

For any queries on our approach, please contact our Head of Neurodiversity and SENCO, Ms Martyna Sobczak-Roberts: m.sobczak-roberts@wim.gdst.net

Key Stage 3 (Years 7 and 8)

In KS3, breadth and balance is achieved through a compulsory curriculum of:

English, Mathematics, Biology, Chemistry, Physics (taught in combined Science in Y7 and Y8), Geography, History, Religious Studies, two of three modern Languages (French, German, Spanish), Latin, Music, Drama, Art, Computer Science, Design Technology (DT), Physical Education (PE) and Personal, Social, Health and Economic Education (PSHE).

Within PSHE (GROW) and form time, students are encouraged through schemes of work to develop their skills of communication, speaking and listening in particular. Through our interdisciplinary STEAM+ approach, we ask students to make connections between subjects, looking at ideas from the perspectives of different disciplines and finding the interesting places of overlap or difference.



Homework

Regular homework is a valuable aspect of the learning process and contributes to the development of sound study habits. It also supports the development of independent learning and information skills particularly if it is focussed on the development of skills as well as the acquisition of knowledge. In general, students engage best with, and thus gain more from, interesting and challenging homework assignments which encourage them to think and which allow them some autonomy in how they approach and present the outcomes.

Often extended pieces of work set over a period of two to four weeks and broken down into a series of smaller tasks provide this challenge. Effective homework tasks either build on and apply work covered in previous lessons or prepare the students for new ideas to be covered in forthcoming lessons. Sometimes they are unrelated to classwork content but use skills developed in lessons and provide opportunity for exploration. Consistent with this philosophy, and recognising that different subjects make use of homework in different ways.

Students will have a homework timetable, however, there is not a significant amount of homework in Year 7 as the focus is on transition.

These are the guidelines for students:

1. You are to underline after you have reached the time limit for the homework that teachers have set you. Ruling off will show us what is achievable for you in the time allowed, and prevents you from spending too long perfecting your work. You may continue after ruling off, if you wish, but it is also important for you to regulate yourself. It is often difficult, however, for teachers to set work that would take all girls the same amount of time, so a certain amount of leeway should be expected.
2. With the exception of language subjects - ancient and modern - teachers should provide you with a minimum of 2 days' notice to complete work. When planning your homework you should allow for this possibility in your timetable. On a Friday this would be homework due for Tuesday, not for Monday. In languages, it is reasonable to expect you to learn vocabulary that will be used in the next lesson, hence the exception. However, this should not take an excessive amount of time, so you should not be given too many words to learn.
3. No homework is set over holidays in Years 7, 8 and 9.

Assessments

In Year 7, subject teachers will assess student work by means of low-key tests across the year and there may be a small number of end of year exams.

Digital Life and Bring Your Own Device

We take seriously the responsibility of introducing this technology into your homes and your daughter's life.

We are very much aware that technology is a powerful tool for effective and inspiring teaching and learning, but can be a less positive influence in the lives of young people. Our PSHE lessons on all things digital address not only e-safety, but topics such as screen time and managing the pressures of online life. We prioritise attention to online behaviour and appropriate use of technology, highlighting the negative impact that poor choices can have on friendships and family harmony.

All students sign the GDST IT Acceptable Use Agreement and an extended Bring Your Own Device Policy which sets our rules and expectations. We provide parents with these documents and ask for your agreement about BYOD. Students are regularly reminded about our Digital & Tech Etiquette (with copies in every classroom and every student's planner), the most important rule being: Pay more attention to the humans in the room than the technology.

We offer guidance to parents in using digital solutions for managing their daughter's device and home internet usage: you can find this on our E-safety Firefly pages for New Parents. You can reach out to our team for help at any time via a dedicated email support service for parents.

What device to bring?

We ask parents to provide a Windows laptop/tablet for their daughter, which allows for drawing and writing with a stylus as well as typing on a keyboard. We have selected this type of device because we find it offers the best support for learning. You can access all the specification details including a printable guide on the Firefly BYOD section. We'll write to you in June with details of how to prepare the device for BYOD and when your daughter should bring the device to school for the first time.

Digital Induction Programme

All Year 7 students participate in our Digital Induction Programme during September. This covers e-safety, appropriate use, using their device and school systems, and how to work effectively with Microsoft Teams and OneNote. The programme includes pastoral and practical sessions along with drop-in help opportunities. Your daughter won't use her laptop in class until the second week of term. We like to settle the students in to school life without too much tech, wherever possible. We believe this approach sets the right tone for your daughter's school career – that BYOD is a helpful tool for learning but not an end in itself.

Teams and OneNote for lessons and learning

Our core apps for learning are key to the way teachers and students manage lesson materials, resources, and some classwork and homework. During the Digital Induction Programme, your daughter will learn about our digital workflow and the skills she needs to use these apps successfully. Lessons here are lively and human-centred, with technology used when it's necessary and appropriate – so certainly not all the time. Teachers of Year 7 take a hybrid approach and there is still a great deal of work with exercise books and printed resources. When we expect a digital homework, it will be set in Teams Assignments and you will know, from your daughter's planner, how long she should be spending online, as we are very aware of concerns about screen time.

Useful information and contact details BYOD Guidance:
Support email: digital@wim.gdst.net



Co-curricular activities

Wimbledon High wholeheartedly believes in a holistic education. It is important that students are inspired by knowledge, skills and understanding outside of the classroom.

Likewise, in a highly academic school we understand the importance of a balanced approach to school life and so value activities that give time for student reflection, relaxation and the time to learn new skills and aptitudes such as resilience, empathy, humility and to build resilience and leadership skills.

Expectations

In Years 7 and 8, students can sign up to a number of different activities. In the senior school we give students a guideline as to how many clubs to attend.

Years 7 and 8 = 4–6 hours per week

Activities may take place before school, at lunchtime or after school. At the start of the academic year, your daughter will attend ClubsFest, where, along the lines of a Freshers Fair at university, she will be able to find out about the activities on offer and sign up to those she is interested in. The range of activities is extensive but there are four main 'pillars' of our offering: Music, Drama, Sport and Academic Enrichment and we timetable as carefully as we can to avoid clashes between the main elements of these four pillars. All are of course also important features of our curriculum.

Music

Music making is at the heart of Wimbledon High School life. From informal performances and assemblies to concerts and joint musical productions with the drama department, music is celebrated and enjoyed. Music is on the curriculum for all students in Years 7 and 8. Individual music tuition is enjoyed by many.

Students are expected to manage lessons with our visiting music teachers proactively and responsibly. Their music teacher will let them know the date and time of their next lesson. The student then must contact their subject teacher, in advance of the academic lesson they are going to miss, as a courtesy, and to ensure there is no clash with an academic test or similar. Parents are reminded that students who miss a lesson with the visiting music teacher, as a result of not managing this process responsibly, may still be charged for the missed music lesson. See more about Music opportunities in SOCs/on Firefly.

Drama

The Drama department encourages creativity, collaboration and challenge. Every Year 7 student has a drama lesson once a week, taught by fully qualified specialist drama teachers where we concentrate on developing positive group work; learning to lead and learning to listen. We have the wonderful Rutherford Performing Arts Centre, managed by a fully qualified Theatre

Technician which we use for key performances, alongside our new auditorium. See the opportunities for Drama in SOCs.

Sport

Sport and physical activity play an important part in the life of Wimbledon High; we hope that each student will develop a sporting interest that will encourage her to adopt a fit and healthy lifestyle and positive attitude towards lifelong physical activity.

In Year 7 the students have both a PE (Monday) and Games (Wednesday) lesson during the week. The PE curriculum consists of more individual pursuits: Swimming, Gymnastics, Dance, Fitness and Health, Basketball, Handball during Autumn and Spring with Tennis and Athletics in the Summer. Games comprises Hockey and Netball in the Autumn and Spring Terms with Cricket in the Summer Term.

Swimming and Dance / Gymnastics take place at the main school site. Our wonderful sportsground, Nursery Road, is a 10 minute walk along Worple Road. Among countless co-curricular options for sport, such as dance, rowing (a paid activity) is popular - this is indoor in Year 7, moving to the river in Year 8 (Molesey Boat Club, East Molesey). We have a thriving football co-curricular club, with coaches from Chelsea FC and there are other paid activities such as fencing and golf.

Tuesday after school is the main Year 7 coaching sessions for competitive team sports. This alternates each week between Hockey and Netball in the Autumn and Spring Terms and Cricket in the Summer Term. These sessions may be training or a match and further fixtures may happen on Saturday mornings.

Walking to Nursery Road

We impress upon the students that they must walk to our sportsground in groups of 3 or more. For the first few weeks, staff will accompany the students; thereafter they make their way in groups.

Trips and visits

The school believes that the girls' education is enriched significantly by the opportunities trips and visits offer for learning outside of the classroom. We are environmentally aware of our carbon footprint and where an experience can be matched closer to home and/or where two or more departments can join together to provide an opportunity, these options are taken. You have signed a blanket consent for your daughter to attend day trips and visits, so you only need to contact us if you don't consent to your daughter participating. For residential trips, you will be asked for separate consent.

Student Health and Wellbeing

Our pastoral policy

It is our central aim at Wimbledon High that our students are confident, happy and able to shine. As such, our pastoral care is at the centre of all that we do. All staff and students have a responsibility for the happiness and well-being of each other. Our Pastoral Programme GROW has been developed with these key aims in mind, and works alongside the GDST Positive Mental Health Policy.

These are the key themes of our pastoral strategy:

Intellectual resilience and playfulness

We believe in cultivating a mindset amongst our students that combines the ability to face challenges, adapt, and persevere with an intellectually playful and curious outlook. Civil discourse, which is part of our curriculum time from Year 7 through to Year 13, is about being unafraid of disagreement and harnessing the endless potential of our students, encouraging them to engage with ideas that challenge them and their beliefs. We want WHS students to be active participants in the democracy in which they live, compassionate, respectful, and understanding of the importance of difference.

Stepping In

Care and challenge are not possible without a holistic understanding of each individual within our community. 'Stepping in' is a process that does not simply end at the end of the first week of September in Year 7. It is a philosophy that incorporates elements of positive psychology and explores the engagement, purpose, optimism, connectedness and happiness of our students. Helping our students know themselves, and in turn us knowing them, is the foundation stone of our pastoral care.

Diversity and inclusion

Inclusion is not just demonstrated by special weeks or months, assemblies, or social media. An inclusive community has an intangible feel that is created when every individual, regardless of their background, identity, or abilities, is valued and respected. At Wimbledon High we celebrate the tapestry of the United Kingdom and the strength engendered by difference. We aim for our community to be a safe and welcoming environment for our students and staff, where every voice is heard, protected, and celebrated.

Relationships and Sex Education

We aim to provide students with knowledge, understanding, skills, and values to develop healthy relationships, make informed decisions, and, as they get older, navigate their sexuality responsibly. We will always be led by the context of our students and provide accurate and age-appropriate information about consent, personal boundaries, sexual diversity, contraception and sexual behaviour. There has never been a more important time for girls and young women to understand their bodies, their rights, and how to protect them. We will keep parents informed as to what we are teaching, and when.

Futures

Eleanor Roosevelt believed that the future belongs to those who believe in the beauty of their dreams. We aim to ensure every student at Wimbledon High School can not only follow their dreams but live in a place where they are equipped with the tools, skills, and knowledge, to make their dreams become a reality. Futures is not only about aspiration but about practical knowledge of how the world outside our own 'bubble' works. We work with our students on employability, enterprise, motivation, and leadership, to ensure they leave WHS fully equipped for the adventure ahead.

The PSHE programme aims to be relevant, up-to-date, challenging and coherent. The student Pastoral Committee feeds in ideas as to how to ensure this is the case, and the Assistant Head Pastoral takes responsibility for working with the Heads of Year to ensure excellent provision. The PSHE programme includes sessions and advice on all aspect of the girls' welfare, including the importance of healthy eating and exercise, online safety and economic education.

Rules and Rewards

Our school community is based on an ethos of mutual respect and consideration.

The school and the GDST are committed to providing a safe and happy learning environment for all.

- We do not tolerate bullying, harassment, victimisation or discrimination of any kind and work hard to prevent these or to tackle them if they occur.
- Bullying is a whole school issue and we take a whole school approach in response. Any member of the community may bully or be a target of bullying: we regard all incidences of bullying equally seriously and in turn expect all staff, pupils and parents to play their part in preventing and tackling bullying.

A code of conduct exists for the smooth-running of the school and there is an expectation of everyone to behave in a polite and considerate manner.

Students are expected to mature into responsible individuals who have a clear respect for others and their property.

Courtesy and good manners are a feature of WHS and high standards of behaviour are expected from students at all times, whether in or out of school. Achievement points allow us to celebrate the many successes of our students and are awarded under our Positive Behaviour Strategy, a system which is also used to set clear boundaries which are consistent across the school.



See our anti-bullying policy here:

Code of Conduct | WHS students

- Uphold the school and GDST values of mutual respect and integrity in all that they do.
- Welcome others, and are positive and understanding in their dealings in person and online.
- Actively practise kindness and empathy, and search for opportunities to offer support wherever they can.
- Respect, accept and embrace differences between people whatever they may be.
- Are able to acknowledge the different views of others and apply the principles of civil discourse when engaging with those differences.
- Respect their own and other people's property, acknowledging the importance of looking after their own things, and not interfering in any way with the belongings of other people.
- Respect and value the school site, buildings and property, acknowledging that we all have a responsibility for creating an environment fit to learn, play and work. This includes not engaging in any activity which makes the environment unpleasant for others eg chewing gum, littering, vaping.
- Respect our school community by presenting themselves well, whether that's wearing their uniform within the outlines of the policy (Y7-11), or always looking smart and representative of WHS (Sixth Form).
- Are honest and fair, able to acknowledge when they have made a mistake, valuing truth and the ability to self-reflect.
- Help to create inclusive learning atmospheres in the classroom and beyond through their pro-active, scholarly learning approach and their active listening and engagement.
- Are accountable for their own learning and complete all tasks, including homework, in a timely manner and to the best of their ability.
- Are punctual to all lessons, co-curricular commitments and school events.
- Understand that their actions out of school - in person and online - should not tarnish the reputation of the school either by failing to uphold the law of the land or by engaging in activity which runs contrary to the values and culture laid out in this policy. This includes being mindful of members of the public en route to Nursery Road, and of their behaviour on public transport.

Safety and security

Students must always adhere to all regulations made for Health and Safety purposes: e.g., regarding fire exits, fire drills and emergency evacuation procedures.

In laboratories, workshops, in any sporting activity where equipment is involved, or wherever any electrical equipment may be used, the rules set by the staff about clothing, hair, behaviour and movement must be followed.

The school has a No Smoking and No Vaping policy and all students are expected to adhere to this, both in school and out of it, when they are clearly recognised as members of Wimbledon High School. Students seen smoking in the immediate area of the school will be disciplined.

Mobile Phones

Our approach to mobile phones aims to promote safe, respectful and responsible use of mobile devices to the benefit of the whole WHS community.

Respectful use:

- Good digital etiquette should be followed at all times.
- Mobile devices must not be used or visible when moving around the school site.
- Students in the Lower and Middle Schools must have their phones off all day and in Year 7 and 8 phones must be visible in their phone lockers or stored at Reception.
- Misuse of a mobile phone will result in sanctions, from behaviour points and confiscation, to detentions and letters home. Please refer to the Behaviour Policy.
- Headphones should never be worn when moving around site unless in relation to a neurodivergent student.

Responsible use:

- All use of mobile phones will take place in accordance with the law and other appropriate school policies, including Anti-Bullying, Behaviour, Safeguarding and Online Safety
- Mobile phones must be equipped with a security code to prevent unauthorised usage or have a limit to the value or number of calls that can be made.
- Students found to have been disrespectful or abusive to others using a mobile device will be sanctioned.
- If a mobile phone is being used inappropriately a member of staff will confiscate it and hand it to reception, to be collected at the end of the school day. Repeated confiscations in a half term period will result in a Friday detention and communication home.
- The School cannot be responsible for insuring the private property of pupils; insurance must be arranged as part of the parents' domestic insurance.

Safe use:

- Students are reminded of the illegal nature of sending explicit images of themselves or others and such cases will be dealt with appropriately using child protection and safeguarding procedures, including informing the authorities as necessary.
- Students must ensure that files stored on their phones do not contain violent, degrading, racist, homophobic, transphobic or pornographic images. The transmission of such images can be a criminal offence.
- Students are strongly encouraged not to communicate with individuals unless they are known to them.
- Students and parents are required to abide by legal regulation of social media platforms. Students found using these platforms on school site, contrary to these age restrictions, will receive an at least a Friday detention and communication home.



For the full policy see here:

Uniform

Wimbledon High School expects Senior School girls to take a pride in their appearance, as befits a professional environment.

The School also believes in the balance between individual identity and the support and safety found in uniformity: to ensure choices of appearance surround individual needs, rather than reflecting extrinsic motive. It, accordingly, asks Senior School girls to adhere to the Uniform Policy as shown below,

and will pick up any extremes of appearance that are deemed to be out of sync with the community's values. Heads of Year and form tutors will lead on ensuring all students look smart and follow the Uniform Policy.

Senior School Uniform

Skirts & Trousers:

Students may wear trousers or a skirt to school (as sold by our uniform provider SchoolBlazer).

Hijabs may be worn.**Tights:**

Plain (no patterns), black/navy blue/flesh coloured.

Socks:

White, black or navy

Shoes:

Shoes should be black, smart, flat or low-heeled.

Hair Band/Tie:

Plain colour only.

Outdoor Coat:

Plain, dark colour.

Mid-layers:

Only school issue allowed; sports kit only to be worn in lessons with prior agreement.

School Bags:

Must be able to hold A4 size books and equipment. We recommend rucksacks.

Make-up:

Discreet make-up may be worn from Year 10.

Nail Varnish:

Generally not appropriate for school below Sixth Form; natural or clear only, although any chipped nail varnish should be removed.

Hair:

Should not impede safe work. Colour of hair below Sixth Form should be within natural range.

Earrings:

One small earring in each ear below Sixth Form; no other facial piercings allowed throughout the school.

Year 11:

From the start of the Summer Term in Year 11, students do not wear uniform but are expected to observe the Sixth Form dress code.

Senior School Sports Kit

Senior school girls are required to wear correct kit for all sporting activities.

School sports kit must only be worn for PE lessons, fixtures and training, unless otherwise directed by the Director of Sport. Girls should change back into uniform after their PE activity whenever possible. We recommend base-layer leggings be worn by girls walking to and from Nursery Road or journeying to any PE activities or fixtures, but

students can decide what they feel comfortable with. Earrings must not be worn during any sports activities, and 'taping' of ears is not permitted.

Therefore, it is important that the students have their ears pierced well in advance of the start of term so that they are able to take the earrings out for PE lessons. Plasters covering earrings are not permitted.

To order uniform: www.schoolblazer.com



Friends of Wimbledon High

Friends of Wimbledon High School is a parent led organisation that raises money for the school via social activities and fundraising events.

Anyone can become a Friend of Wimbledon High School. It is a wonderful way to get involved with the school community as a whole, learn new things, have a say in where the fundraising money is spent and, most importantly, have some fun!

Friends of WHS run a number of fundraising events including a Christmas Fair, Quiz, Bi-annual Ball, Fun Run and Second Hand Uniform Sales.

It is led by a committee of parents supported by Class Representatives for each year group or class. Their role is to coordinate and galvanise support from the parent body and help ensure all parents feel welcome and part of the Wimbledon High community.

We have an active second-hand uniform store, run by Friends of Wimbledon High School. They hold regular second hand uniform sales throughout the year.

Funds raised by Friends of WHS events have contributed to: new benches at Nursery Road, 3D Printers and VR Goggles, the refurbishment of Junior Art and Science Rooms, lighting and AV equipment in our new Auditorium, sports equipment, our outdoor dining space and most recently the creation of a lovely garden space on Mansel Road.

We recently launched the 1880 Society, named after our founding year, to raise funds for our Bursary program and allow all girls, irrespective of their financial circumstances, to benefit from a Wimbledon High School education.

For further information, or to volunteer please contact development@wim.gdst.net.



For any issues or concerns about your daughter's wellbeing

Please contact her Form Tutor in the first instance, or her Head of Year.

Advising us your daughter is ill and will not be in school

If you are alerting us to your daughter's absence, please contact reception via senior.absence@wim.gdst.net, copying in your daughter's form tutor, or you can leave a voicemail 020 8971 0900. Please do this before 8.30am on each day that your daughter is absent, including a reason for the absence.

Please provide a medical certificate in the case of prolonged absence (more than a week) through illness.

If your daughter arrives late for school (after 8.30am Monday, 8.40am Tuesday to Friday)

She must sign in at reception before going to her classroom. If students are late more than three times in a half term, they are given a late detention.

If your daughter has forgotten something (e.g PE kit, homework etc)

If you wish to bring it in for her, you may leave it at Reception with our receptionists, and she can collect it from there.

Contacting your daughter during the school day

You can call reception on 020 8970 0900 and any urgent messages will be passed on to her. Do not try and contact her on her mobile phone. In line with our phone policy, this will be locked away during the school day.

If your daughter needs to phone you during the day

She should ask at reception and call from there. She should NOT use a mobile phone for this purpose and there will be a sanction if she is found to be using it.

Notice of a doctor's, dental or any other medical appointment

Please email your daughter's Form Tutor at least three working days in advance.

To provide medical information about your daughter or change a medical declaration

Please contact the School Nurse: WIMSchoolNurse@uk.gdst.net

Parent/guardian contact details

If you change any contact details, please ensure you keep us updated. It is important that we know if parents/ guardians are away or if a student is being looked after by another individual or family – it is vital, for emergency and medical purposes, that we are notified.

If you wish to take your daughter out of school during term time

Continuity of education and time together as a community is paramount during your daughter's school years. Our school holidays are generous, and we therefore do not expect any family to be taking students out of school during term time. In exceptional circumstances, please write to your daughter's Head of Year or the Head to ask for permission, as far in advance as possible.

Events such as Sports Days and whole school charity walks are important, compulsory aspects of an education at Wimbledon High School - we appreciate your support in ensuring your daughter's participation.

Advice to help your daughter as she starts senior school

- Encourage communication – you can often have useful conversations when doing something together, rather than sitting opposite each other; give her space to express any fears she might have about starting Year 7.
- Reassure her that lots of people will be feeling a bit nervous at first!
- Talk about the importance of routines and help her manage her technology use.
- Encourage independence: never do anything regularly for your daughter that she is capable of doing herself.

Tips and practical information

Lockers

All students have a locker for storing books, school equipment and PE kit, when not required for lessons. Students bring in a combination padlock at the start of the academic year – the more distinctive the better! In all cases, locks should be sufficiently strong and students must learn responsibility for ensuring that their things are kept secure. Any combination code should be logged with the form tutor at the outset. All possessions should be clearly named.

Lockers in lower school have an additional clear locker attached to the front (keys provided), where phones **MUST** be kept locked away during the school day.

School insurance does not cover any personal possessions brought into school: clothing, musical instruments, cameras, watches, phones, etc.

Lost property

Please ensure every item of your daughter's uniform is clearly labelled. Items which go 'astray' can be redeemed from Lost Property each week; a small fee is charged for this service, which is run by Year 9 for their chosen charity. We have regular sales of unnamed items.

Planner

Each student is given a Student Planner at the start of every academic year. It is an essential part of school life, and, we find, helps greatly with organisation. In her planner, she will have her timetable set out, and this is where she records all homework set, personal reminders, music lessons etc.

Students must bring in their planners every day. In the early years of Senior School, at the end of each week, parents are asked to sign it.

Travel to School

As a school that takes sustainability very seriously, we encourage students to make their way to school independently wherever possible.

Where possible we try to put students from similar postcodes in touch with each other and / or match them with a buddy who lives geographically close. If you need help making connections with WHS students living in your area, please let us know.

We are centrally located in Wimbledon, within easy walking distance of the station, serving trains, trams and the District Line tube. **We ask that you read and sign our Parent-School Agreement adhering to our guidance for eco-friendly journeys to and from school.**

Picking up from sports training or fixtures

Please **DO NOT** drive into Nursery Road – this is for the safety of students and neighbours, and to allow vital ready access in and out of the ambulance station. We ask you to park in nearby streets and walk to collect your daughters after training and matches. (Meter parking until 6.30pm.)

Advice to parents

- Be prepared to step back and let your daughter become more independent.
- Trust the school – we've been doing this for a while – but also don't hesitate to be in touch with your daughter's form tutor if something is not right or you simply have a question. We'd rather address questions directly than deal with WhatsApp speculation.
- Use WhatsApp sparingly! It can of course be a useful tool for reminders, but beyond that, please simply contact us.
- Get into the habit of checking the Wednesday Mail-out.
- Get involved – if you're missing junior / primary school interactions at the school gate, Friends of Wimbledon High School events, as well as school concerts, plays and pastoral drinks and talks, are a great way to meet other parents.

The School Day

Monday / Tuesday / Wednesday / Friday

8.30	AM Registration (Monday only)
8.40	AM Registration (Tuesday – Friday)
9.00 – 9.40	Period 1
9.45 – 10.25	Period 2
10.25 – 10.45	Break
10.45 – 11.25	Period 3
11.30 – 12.10	Period 4
12.15 – 12.55	Period 5
12.55 – 1.40	Lunch 1 – clubs session 1
1.40 – 2.25	Lunch 2 – clubs session 2
2.25 – 2.30	PM Registration
2.35 – 3.15	Period 6
3.20 – 4.00	Period 7
4.00	End of lessons
4.15	After school activities

Thursday

8.40	AM Registration
9.00 – 9.40	Period 1
9.45 – 10.25	Period 2
10.25 – 10.45	Break
10.45 – 11.25	Period 3
11.30 – 12.10	Period 4
12.15 – 12.55	Period 5
12.55 – 1.50	Lunch
1.50 – 1.55	PM Registration
1.55 – 2.35	Period 6
2.35 – 3.15	Period 7
3.20 – 4.00	Period 8
4.00	End of lessons
4.15	After school activities

After school activities begin Students not in a supervised activity may arrive on site from 8am (some clubs start earlier). The end of the day is 4pm. Unless in a supervised activity, girls should be off site by 4.30pm.

We operate a two-week timetable, consisting of Week A and Week B, as marked in student planners. The finish time for the last day of each full term is 12.15pm.

Lunch

School lunch is compulsory for all students in Year 7 to 11 and the cost is added to and collected with the school fees. Allowance is made for school visits and there is no lunch on the last day of each term (when we finish at 12.15). Packed lunches are not permitted apart from on trips days.

The school has a Healthy Eating Policy that recognises the need to cater for growing and energetic students and is provided by the caterers, Chartwells. Our Catering Manager is happy to discuss your daughter's dietary needs should you have concerns.

Menus are available to view on Firefly.

On a daily basis, they will include:

A meat or fish course with a vegetarian option

Pasta, selection of vegetables

Jacket/sweet potato with various fillings

Soup and bread

Salad bar

Fresh fruit and yoghurt

A hot pudding

Breakfast is available between 7.30am and 8.30am and morning break between 10.25 and 10.45am each day. Items will be charged via ParentPay. New parents will be given their login details before the start of term.

Term Dates 2025 – 2026

Autumn Term 2025

Dates

Autumn Term Starts	Thursday 4 September
Half Term	Monday 20 October – Friday 31 October
Autumn Term Ends	Friday 12 December

Spring Term 2026

Dates

Spring Term Starts	Tuesday 6 January
11+ 2026 Assessments	Friday 9 January (Student home study day)
Half Term	Monday 16 February – Friday 20 February
Spring Term Ends	Wednesday 1 April

Summer Term 2026

Dates

Summer Term Starts	Tuesday 21 April
Bank Holiday	Monday 4 May
Half Term	Monday 25 May – Friday 29 May
Summer Term Ends	Friday 3 July

Checklist for the first day:

Thursday 4 September – arrive from 8.15am.

Full school uniform – no sports kit required in the first week of school, students will be told what sport kit to bring when they get their timetable.

Ensure all uniform items are clearly named – we have regular sales of unnamed uniform.

Combination padlock for lockers – (combination to be logged with form tutor).

No need to bring their devices (laptop/tablet) during the first week of school.

Phones must be switched off and stored in their phone lockers throughout the school day.

School will finish at 4.00pm.

Upcoming

Key Dates*

Friday 29 August / 9-12pm

Pre season welcome (Netball and Hockey) Wimbledon High School playing fields at Nursery Road.

End of August (Date and time TBC)

Friends of Wimbledon High School Picnic.

Thursday 4 September

First day of term.

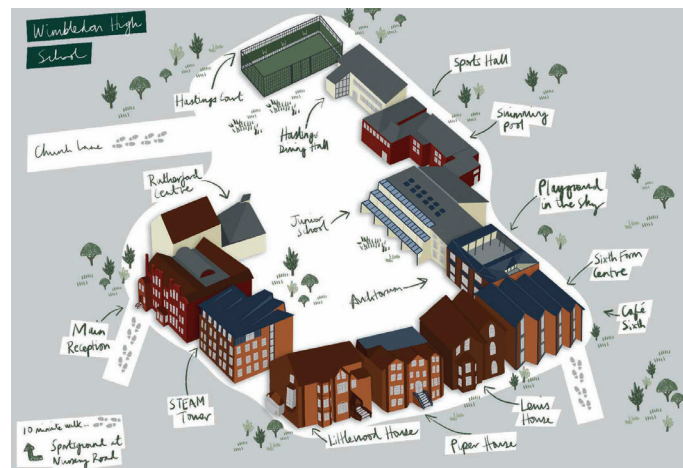
Friday - Saturday 5/6 September

Hindleap Residential trip.

Tuesday 9 September (Date and time TBC)

Sports Department Welcome evening (online).

*Full details for all school dates will be communicated before the start of term



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GIRLS' DAY SCHOOL TRUST

Wimbledon High School,
Mansel Road, London, SW19 4AB
Wimbledonhigh.gdst.net

Head
Ms Fionnuala Kennedy