

# Mindfulness Monthly

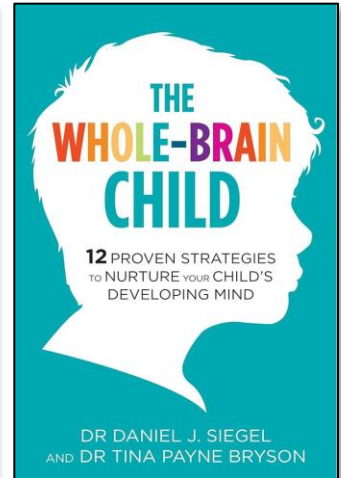
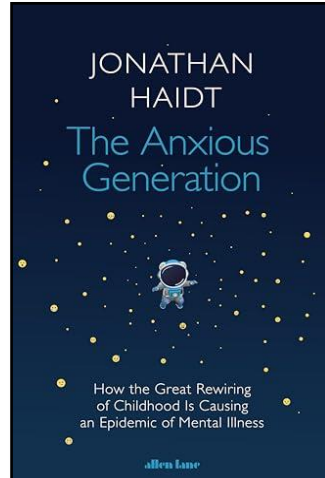
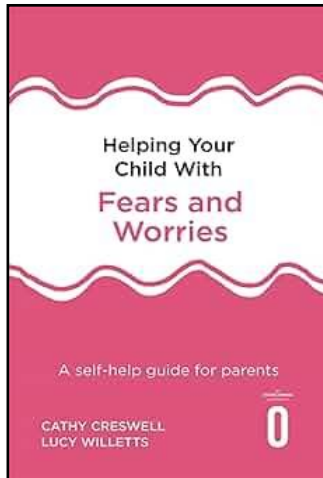
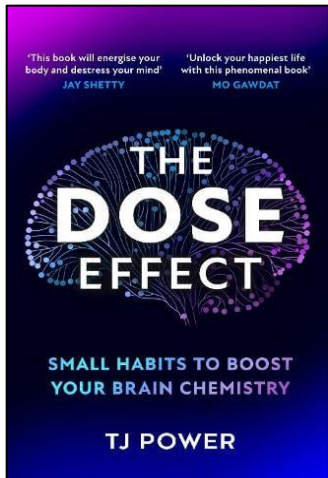


Issue 21: August 2025

Welcome to the August edition of 'Mindfulness Monthly'. We understand that it is really important to enjoy the holidays and not worry about school, but we also wanted to keep in touch with some top tips to promote mental health and well-being.

## Summer reading list

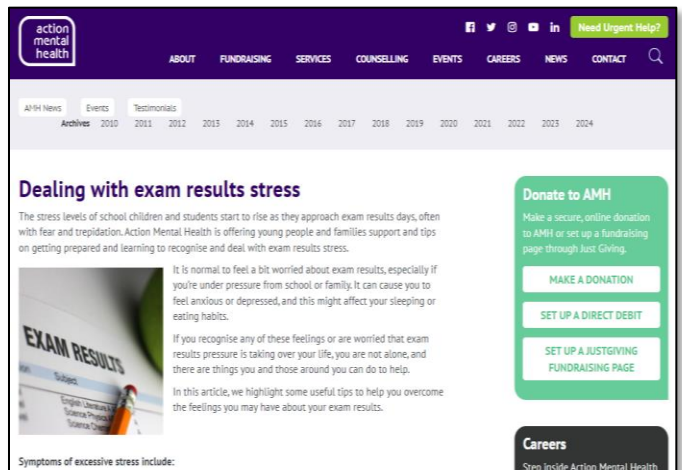
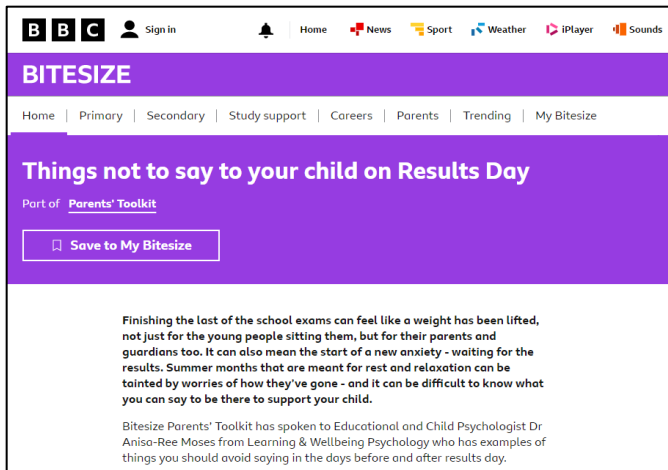
Whilst the summer is the time to relax and enjoy family time, it can also be a time when people like to catch up with their reading. If you would be interested in reading some books that relate to mental health and well-being of teenagers, we recommend the following;



## Dealing with GCSE exam results stress

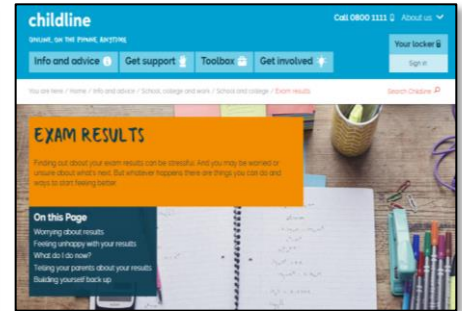
Results Day is 21<sup>st</sup> August

We hope that all students are relaxing and enjoying the summer holidays, but we do also recognise that for our GCSE students a sense of trepidation starts to hit as they approach the GCSE results day. With that in mind we thought it would be useful to share with you some resources that may be useful should the lead up to the results become more stressful. The screenshots below are hyperlinked, so if you are viewing this edition of Mindfulness Monthly electronically you can click on the screen grab and you'll be directed to the site.

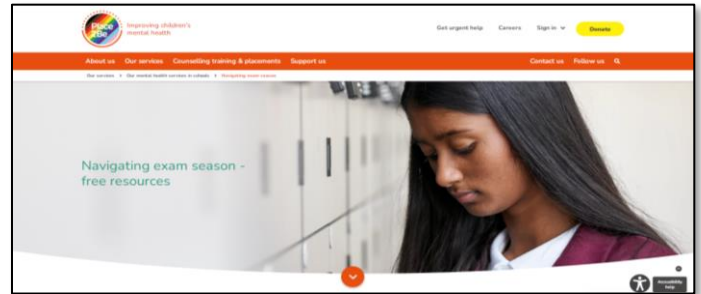


# Dealing with GCSE exam results stress continued...

On the previous page we spoke about websites that may help parents and carers supporting their children. There are a number of websites aimed at young people, so you may also wish to signpost your children to these resources. Once again, the screen grabs below are hyperlinked so by clicking on them you will be directed straight to the site.



In addition to the websites featured previously, you may find the 'Place2Be' site to be one of the most useful. If you go onto the Place2Be website, you can type 'exams' on the search bar and be taken to the page hyperlinked below. Scrolling down will enable you to access information on topics including; 'Results day tips for students', 'Results day tips for parents and carers', as well as other tips for managing exam stress.



## Transition times

Transitions (especially moving from Year 6 to Year 7 or starting GCSEs) can be exciting but also unsettling for young people. In order to support with this we thought it might be useful to share some top tips to help you navigate some potential challenges that you might be faced with;

1. **Talk early and often:** Begin conversations about the upcoming change well before it happens. Whether it's the move to secondary school or starting GCSEs, normalising their worries and being available to listen without judgment builds trust and helps reduce anxiety.
2. **Reassure, don't rescue:** It's natural to want to fix things when your child or young person is upset, but try instead to reassure them that it's okay to feel nervous and that they are capable of managing new challenges. Confidence grows when they overcome things themselves - with your support, not solutions.
3. **Keep routines consistent:** In times of change, consistency at home provides a sense of stability. Stick to regular mealtimes, bedtimes, and screen-time limits where possible, especially during the first few weeks of the new term.
4. **Encourage independence in small steps:** Transitions are all about adapting to new responsibilities. Let your child or young person practise independence (like packing their own bag, organising homework, or navigating public transport) while you support in the background.
5. **Stay connected with school:** Engage with school communications and don't hesitate to reach out to tutors or pastoral teams. A quick check-in can make a big difference and shows your child or young person that the adults around them are working together to help them thrive.

Should you have any questions or concerns regarding transitions that your young person may be facing, please don't hesitate to contact a member of the pastoral team (although we would ask for your understanding in recognising that colleagues may not see these messages until they return to school on our INSET Days in September).

### Well-Being Quote:

**"You don't have to control your thoughts.  
You just have to stop letting them control you."**

**Dan Millman**

**Exam results day can be a stressful time for your child – and for you as their parent or carer. This is especially the case if they're worried about not performing as well as they had hoped, or are disappointed with their results.**

Here are a few things to keep in mind as exam results day approaches:



### Look for signs of stress

If your child is particularly stressed at this time, then their behaviour may change. They may seem more agitated and reactive or more withdrawn and quiet than usual.



### Talk about their feelings

Rather than just addressing their behaviour, ask your child about their feelings and validate these. For example, if your child is nervous in the run-up to results day, let them know that feeling nervous is entirely natural and to be expected.



### Acknowledge their feelings

If your child is disappointed with their results, then acknowledge this, rather than trying to 'jolly them along' too quickly.



This advice is from Dr Julia Clements,  
Place2Be's Principal Educational Psychologist.  
For more advice visit [place2be.org.uk](https://place2be.org.uk)



### Consider your own feelings

You too may feel disappointed for your child. However, it's important to communicate to your child that, whilst you might feel some disappointment for their results, you are not disappointed in them.



### Be reassuring

Both before and after results day, make it clear to your child that, whatever their grades, you love them for who they are – rather than the exam results they are awarded.



### Help them to find solutions

Liaise with your child's school about the next practical steps that can be taken if your child is disappointed with their exam results.



### Seek additional support

If your child begins to feel helpless or hopeless about their situation, do consider seeking professional advice and support, for example, through your GP, or you can:



Text **CONNECT** to **85258** for free to speak to Shout



Call **0800 1111** to speak to Childline, or visit [childline.org.uk](https://childline.org.uk) for their free online chat



Visit [place2be.org.uk/help](https://place2be.org.uk/help) for more advice

# 10 Top Tips for Parents and Educators

## RESULTS DAY SUPPORT

A Level and GCSE students will receive their results on 15 and 22 August, respectively. It can be a stressful time for young people and parents, as students' next steps, choices and opportunities are often determined by these outcomes. This guide aims to help everyone involved navigate the challenges of results day – providing practical advice to reduce stress and aid decision making.

### 1 BE PREPARED

Now is the moment to provide support and advice before the big day comes. Talk to pupils about how they feel, listening to their worries whilst reassuring them however you can. Most importantly, remind them that they have options no matter what their results may be.

### 2 REVIEW OPTIONS

Whatever future plans a youngster may have, it's prudent to review their options. What's their first choice for the next stage of their education or the beginning of their career, and are they still happy with this? What grades are needed to pursue this route? Do they feel they'll meet these requirements? Are there any potential problems? What's their back-up plan? If they're staying in education, how do they feel about their reserve UCAS choice or alternative post-16 courses?

### 3 REMEMBER CLEARING

If post-18 students haven't got into their first or reserve UCAS choice, the clearing system offers alternatives. In 2023, more than 38,000 students secured courses via this route. It's important for students to be proactive and consider their options, as this is a fast-moving process where initiative is often rewarded.

### 4 CELEBRATE AND MOTIVATE

Many students want to receive their results independently, but all schools will have staff available on the day to celebrate their success or support and advise them as needed. If a child has been successful, hype up their achievements of course, but encourage them to confirm their post-16 application or UCAS offer as soon as possible. However, it's always worthwhile to double-check with them one last time that this is definitely what they want.

### 5 RESPOND TO SETBACKS

If something hasn't gone to plan, it's important to focus on the positives and take stock of the situation. Reassure the child and evaluate the options they have. Can they pursue their desired route with lower grades? If they're continuing to higher education, is their reserve choice or alternative plan viable? Who can they speak to for advice? Time is critical, as popular courses fill up quickly; however, any decisions should be carefully considered.

### 6 SEEK HELP

School staff are often best placed to support students facing difficulties, but will often be quite busy on results day. Try to book an appointment as soon as possible and ask to speak to the best adviser in person (this will usually be a member of the leadership team, the head of sixth form or a subject leader). Parents should attend the meeting with their child with a list of queries and questions.

### 7 CONSIDER SEEKING A RE-MARK

If a student narrowly misses their required grades, it can be worth seeking a re-mark. School staff can provide exact marks and advice on grade boundaries, which are also published by exam boards. If the gap is marginal, it can be worth applying for a priority re-mark for one or more papers. If you do this, be sure to keep the child's intended destination informed. Also keep in mind that re-marks can sometimes result in grades being lowered rather than increased.

### 9 GO EQUIPPED ON THE BIG DAY

Students will be nervous on results day, so it's a good idea to agree a plan in advance. Make sure children know you're there to support and advise on the day. Ensure they have all details of offers and useful numbers prepared in a folder in advance. This would include the school's contact information, course requirements and UCAS logins, as well as university and college contact numbers.

### 9 ADVOCATE FOR STUDENTS

Schools, colleges and universities can be flexible when a student has narrowly missed the entry criteria for a course; they often respond positively to applications from determined students who present themselves well in person or over the phone. If a student badly wants a particular course or a close alternative, it's worth making your case to the decision makers. Always mention any special circumstances, SEND, or re-marks that are underway.

### 10 RE-SITS, GAP YEARS, AND FURTHER HELP

If a viable plan can't be found, it's time for the student to sit down with a careers adviser or teacher to review all the alternatives. Is it possible to re-sit any exams? Are other opportunities such as employment or apprenticeship suitable? Could re-application the following year be successful? If the latter is the case, make sure this additional year adds value to the student's CV and future applications.

## Meet Our Expert

Paul Ramsey has over 30 years' teaching experience in mixed, single-sex and faith schools, including 14 years as a secondary headteacher. He is passionate about supporting students, parents and educators on GCSE and A Level results day and ensuring that students make informed choices about successful next steps in education, employment and training.



#WakeUpWednesday

The National College®

Source: See full reference list on guide page at: [nationalcollege.com/guides/preparing-young-people-for-exam-results-day](https://nationalcollege.com/guides/preparing-young-people-for-exam-results-day)