



WELLINGTON
COLLEGE

Social Impact Report

To serve and help shape a better world



Wellington College • 2026



We have three long-term social impact ambitions:

Inclusion

Our pupils will develop into inclusive and empathetic leaders, actively removing barriers to inclusion in their communities.

Equity of opportunity

More young people, regardless of their school or family background, have the opportunity to discover, develop and pursue their passions for the future.

Sustainability

Wellington pupils will help to advance sustainability solutions; and the environmental performance of the College site will be transformed.

This is a snapshot of the efforts and progress made over the 2024-25 academic year.

Inclusion

Helping our pupils to develop into inclusive and empathetic leaders, actively removing barriers to inclusion in their communities.

How we will help to shape a more inclusive world

If we...

- Embed equity, diversity and inclusion within College governance, operational structures and facilities;
- Update human resource practices and professional development to acknowledge and address barriers to inclusion;
- Teach pupils the knowledge and skills for global citizenship and social change-making; and
- Invite our neighbours to experience Wellington.

Then...

- The College is organisationally and culturally more inclusive;
- The College population is more diverse;
- Interaction and communication between diverse groups increases; and
- Pupils are more aware of societal injustice and its drivers.

So that...

- Pupils and staff from across the range of human difference feel more strongly that they belong to, and can flourish within, the College;
- More frequent and respectful interaction with diverse perspectives benefits everyone's performance; and
- Wellingtonians understand and advocate for a fairer society.



To increase representation of women in the College's visual displays and nomenclature, the first portrait of a woman was unveiled in the Dining Hall, celebrating Pauline Williams, the first woman to be President of the Common Room.

We also opened Elizabeth House, the first boarding house to be named after a woman (Queen Elizabeth II).

All third form pupils have explored social justice topics as part of their Global Citizenship curriculum, including lessons on race, mental health, LGBTQ+ allyship and gender equity.

Following the success of the pupil-led sessions on neurodisability and accessibility, the curriculum has now expanded to routinely include these subjects.

Our approach to embed empathy across the school includes a mix of all-school and year group tutorials, visiting speakers, and action including volunteering in the community. These teach empathy and understanding of other peoples' experiences.

Pupil self-assessment at the beginning and close of this academic year saw an average increase of 12% in how they viewed their ability to empathise.

38 pupils attended a workshop on inclusive design, provided by external consultants. They learnt how to create places, products and services for everyone to enjoy.

The pupils fed into a newly created design guide for the College; and were moved to stage a wheelchair-awareness day, highlighting the commonplace barriers encountered in a wheelchair.



Inclusion

Helping our pupils to develop into inclusive and empathetic leaders, actively removing barriers to inclusion in their communities.

Reflecting our inclusion values at the very highest levels, all of Wellington's board of governors participated in training to develop their understanding of equity, diversity and inclusion requirements and ambitions.



Cultural celebrations provide more opportunities for pupils to learn about each other.

December's Christmas lunch with all the trimmings was swiftly followed in January by a meal of crispy shredded beef to celebrate the Lunar New Year, one of the oldest festivals in East Asia. There was also a Lion Dance display and the HMs presented all pupils with the traditional lucky gold (chocolate) coin.

Cross-College stakeholders combined to develop an Accessibility Plan to identify areas for improvement. We have new handrails, ramps and signage to enable better negotiation of the site by those with access difficulties.

For the first time since its opening in 1863, the College chapel now has the option of step free access.

A friend's cancer diagnosis prompted the College prefect team to hike across three peaks in Yorkshire to raise funds for a teenage cancer support charity.

A further 20+ pupil-led fundraisers this year have generated over £50,000 to help charities to do more to improve society.

One of our pupils used her platform as an Inclusion Ambassador to raise awareness across the College of hidden disabilities. She spoke with pupils about her experience of living with a neurodisability.

77% of College staff surveyed believe that colleagues are often or always respectful of diverse perspectives.





Two lower sixth pupils in each house were appointed as Inclusion Ambassadors, working to increase the sense of belonging in house and across the College.

The Inclusion Ambassador team also runs the inclusive art competition for pupils at the Prep school, using creativity to explore what it means to belong to school community.

📖 **Inclusion Ambassadors work in each house - supporting everyone to create a true sense of belonging.**

Pupil

Using the superior audio-visual technology of the “Big Gold Box” pupils have participated in professionally-facilitated conversations with people in six countries - four in Africa, Mexico and Barbados. The conversations supported subject lessons such as Spanish and built inter-cultural connection and understanding. Pupils found that the Global South offers knowledge, experience and innovation to help us here in the UK.

📖 **Connecting with other people on a deep level allows us to develop our humanity and understanding. I think this project has been really successful in delivering this aim.**

College Chaplain



Our HMs and the teachers of the Wellbeing curriculum received training on the common experiences of LGBTQ+ pupils. This was augmented with a chapel service and assemblies for the entire College population to celebrate our LGBTQ+ community.

The annual whole-College survey shows that pupils increasingly agree that they are taught to understand and value diversity (up by 3 percentage points in the last year); and that they feel valued for being who they are (up by 6 percentage points since 2023).

The same survey revealed that the sense of belonging that pupils feel within their houses has also increased, reflecting the additional efforts in the past few years to build compassion and inclusion within and across year groups in each house.



So that: More frequent and respectful interaction with diverse perspectives benefits everyone's performance

The Wellington College Race & Identity Champions

Our Race & Identity Champions are a collaborative working group of interested staff volunteers who work together to create safe spaces for conversations about race, identity and culture, helping to raise awareness and bridge diverse perspectives.

The champions are flagged to the community as approachable listeners who will support students and staff by sharing experiences and celebrating diversity. They draw on their own personal experiences in addition to building their understanding of what it means to belong and how different groups engage with school, education and employment. This year's training focus was a deep dive into the experience of Chinese students in British schools.

The champions provide valuable feedback on the College initiatives intended to increase cultural awareness and celebration, such as

EDI training, the cultural events calendar and the development of curriculum resources that explore sensitive topics of race and identity.

The annual survey of pupil wellbeing confirms improvements in feelings of belonging across our population. 94% pupils agree that they can be themselves at school – this is a rise on the percentages recorded in both 2023 and in 2022. Similarly, 90% pupils in 2024 felt that people like them are celebrated at the College – this is a clear increase from 83% in 2023 and 79% in 2022.

Staff surveys have shown that 77% agree they can often or always be themselves at Wellington; and also that 77% find that colleagues are often or always respectful of diverse perspectives. These are numbers to build up from.

So that: Pupils and staff from across the range of human difference feel more strongly that they belong to, and can flourish within, the College

Make a Difference Day at Wellington Prep School

Usual timetable was suspended at the Prep school for a full day in March so that all pupils could engage in activities to celebrate individuality, build connection, and inspire positive action.

Will Young's uplifting anthem Light It Up opened assembly, reminding pupils: "don't waste who you are". Pupils reflected individually on the values, experiences and skills that made them unique before cycling through activities designed to build understanding.

Wheelchair basketball challenged assumptions around ability and achievement whilst language-based activities reminded the pupils about connecting across cultures. Outdoor physical challenges required teamwork and trust in each other; and in craft, pupils were encouraged to look at things differently by repurposing waste items.

All sessions emphasised the themes of belonging, friendship, identity, and making a difference—both within themselves and in the wider world.

“It was a day where we got to be ourselves, try new things, and feel proud of who we are.”
Pupil



Equity of Opportunity

Supporting more young people, regardless of their school or family background, to discover, develop and pursue their passions for the future.

How we will help shape a more equitable world

If we...

- Help to equip and resource local schools, youth organisations, play and extra-curricular providers;
- Build teachers' knowledge, capability and networks;
- Work with cohorts of pupils from other schools; and
- Provide extra support for disadvantaged children.

Then...

- Limitations on teaching and learning imposed by facilities, equipment or resources in state schools are reduced;
- State schools augment their enrichment, co-curricular and career activities;
- Under-resourced pupils are engaging better with education; and
- Opportunities to access quality enrichment, co-curricular and careers activities outside of school, at no or reduced charge, increase.

So that...

- More pupils can perform at their highest academic potential; and
- More young people have tried new things, explored what's possible, and are well informed on next steps.



As part of the Global Citizenship curriculum, groups of senior Wellington pupils worked on year-long projects to benefit others. This year's projects benefitting state school pupils include:

- Pupil friendship and learning partnerships with children at three SEND schools;
- Providing peer mentoring for Syrian and Ukrainian refugee children;
- Delivering 5-week after-school drama workshops in 2 primary schools to help build confidence;
- Instructing 300 primary pupils in outdoor education sessions at Wellington, including low ropes and kayaking challenges.

The Bridge teaching and research centre launched a new journal of educational research, freely available to all teachers interested in evidence of good practice.



365 pupils from five schools in a disadvantaged area watched the matinee performances of our drama productions, *Into the Woods* and *Treasure Island* at the GWA Theatre, with transport supplied.

“Most children hadn’t ever been to a show in a theatre, they have only seen the shows we put on in school and the Christmas Panto.”

Headteacher, Primary school

39 young people studied at Wellington this year with a full Prince Albert Foundation scholarship. 25% of this group are academic scholars and participated in additional enrichment opportunity; and everyone accessed extra music or drama classes and/or international school trips over the year.

83% of the Upper Sixth PAF pupils concluding their time at Wellington this year have moved on to study at high tariff universities including Bristol, Kings College London, Manchester. The others are gaining additional experience to support their higher education applications, including an internship at WCI Shanghai.



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Wellington's Real Tennis Centre opened for 35 free sessions for local children aged between 7 and 16 in July and August.

“My son would not have experienced real tennis had it not been free to take part.”

Parent

One player who was first introduced to the game in the 2024 programme of free coaching has since progressed to being invited to join the Ladies' Real Tennis Association squad.

Wellington also made donations towards the costs of running free or low-cost summer holiday activities at the Reading Rep theatre, Sandhurst Youth Club, and Hungerford Youth & Community Centre.

Our operations grant to the charity Aspire2 Whitley covered its staffing costs for the year. Aspire2 supported 11 schools in a deprived area of Reading by managing two minibuses for school trips and fixtures; hosting inter-school poetry and public speaking competitions; putting on theatre and zoo visits; and taking Year 5 pupils to experience higher education.

The Arts Fund raised nearly £30,000 this year from performances staged at Wellington and other fundraising. Gross proceeds were disbursed to 30 schools in support of their own art, drama, dance and music projects.

Since 2020, 60 schools have received an average of two Arts Fund awards each, enhancing their provision.

Joint professional learning events for state school teachers managed by the Wellington College Teaching Alliance helped develop:

- 24 non-specialist teachers to better teach Design Technology, Computer Science, Food Science and Maths;
- 22 teachers with Mental Health First Aid (Youth) skills;
- 43 teachers, meeting regularly to exchange experience in subject-specific support groups.



2,000 state school and further education teachers were able to attend The Festival of Education due to complimentary tickets paid for by Wellington College. This is the flagship sector event for teachers to develop their professional knowledge and networks.

The Wheeler programme of additional support and experience for under-performing state pupils referred by their teachers worked with 94 children this year to develop their skills for revision, communication, networking and goal setting.

The Wellington Student Alliance events open to state pupils enabled:

- 448 pupils to delve deeper into Maths, STEM, Humanities and Economics subjects through specialist study days.
- 158 pupils experiencing emotionally-based school avoidance to build their communication and teamwork skills through outdoor education sessions at Wellington.
- 141 pupils to investigate higher education providers and the application processes to study medicine or law at university.
- 58 pupils to apply to Oxbridge with support including mock interviews with Wellington teachers. 45% of this cohort secured a place at their chosen college. The average success rate at Oxford university is that 19% applicants are accepted.



Since 2021, every one of the 46 state schools located within 5 miles of Wellington has received a grant of at least £10,000 to put towards their own priorities. Our 2025 grants funding enabled 14 state schools to make priority improvements such as installing new playground equipment or upgrading their IT provision.

3,000 pupils are benefiting from the improvements being in place today rather than in 6 years' time – this is how long schools told us that they would have had to wait to find the same funds otherwise.

A day's adventure at the Oakwood Activity Centre, co-funded by Wellington, is now an annual component of the Year 7 induction programmes at eight secondary schools. 3,395 pupils have benefited since 2024.

All 58 form tutors observing this year confirmed the teambuilding day as the “stand out event” in the programme they offer to their pupils.

It is a fantastic opportunity to develop skills that only outside of classroom activities can harness.

Form Tutor, Secondary school



So that: More young people have tried new things, explored what's possible and are well-informed on next steps

The Wheeler Programme at Wellington College

The Wheeler programme is a free programme of additional support and experience for state pupils referred by their teachers amid concerns about underperformance. The programme is delivered over five years, comprising a day at Wellington each term, and an additional five-day summer residential event for those children in school years 9 and 10. Approximately 24 pupils join the programme each year; and since 2021, 54 pupils have now completed it.

Using validated research scales, data suggests that participating in the programme is helping the children to build their motivation and metacognition skills, both of which underwrite academic performance. Increases are observable within the same pupils over a three-year period; and when compared to the national average of children of the same age.

Participants also receive direct academic support, in the form of access to Easter revision classes for GCSE or A-level and one-to-one time with Wellington teachers to understand tricky subject areas.

The heart of the Wheeler programme is the opportunity to try new activities and to explore career pathways. Participants are introduced to unfamiliar sports such as real tennis, shooting and climbing, and engage with extra subjects such as philosophy, psychology and Mandarin. Visits to university campuses and business employers allow participants to confront and imagine their futures.

So that: More pupils can perform at their highest potential

**Non-formal education at
Wellington College International Pune
for the children of itinerant workers**

Wellington College International Pune (WCIP) has been working with the charity Aadhaar Samajik Sanstha to help provide non-formal education to the children of itinerant workers, who come to the city to labour on time-limited construction projects, before moving on again. Their family mobility and low incomes mean that the children rarely access any formal education.

Every Tuesday afternoon, the charity brings a group of mixed age children to the WCIP campus to participate in sessions arranged by Wellington pupils in years 10 and 11, who are responsible for the lesson planning and delivery.

Through the time spent at WCIP, the Aadhaar children are able to develop competence in English language and maths, which are both essential for a better adult life.

The lessons at the WCIP campus are so popular that the charity has noticed an uptick in the children's engagement with its other provisions, such as health services, finding that they are incentivised to engage because of the Tuesday learning opportunity.

The Wellington pupils also help the children to explore other skills, such as craft, chess and cooking.



Sustainability

Equipping Wellington pupils to help advance environmental solutions; and transforming the environmental performance of the College site.

How we will help shape a more sustainable world

If we...

- Reflect climate science, green technology, sustainable development and living in harmony with nature in our teaching and co-curriculum;
- Improve resource management technologies and processes on the College site and in our supply chain and promote behaviour change; and
- Champion biodiversity.

Then...

- Pupils have increased knowledge of environmental sustainability;
- Wellington has a greener culture;
- The carbon footprint of the College and along our supply chain is reduced;
- Resource management has improved; and
- Biodiversity increases.

So that...

- Pupils and staff demonstrate more sustainable habits and influence others;
- Pupils are equipped for green careers that contribute to preserving or restoring the environment;
- College operations achieve carbon net zero; and
- Nature on the College site is more adaptable and resilient to climate change.

This year we launched the Wellington College Eco-tournament, a week-long, pupil-led initiative aimed at promoting environmental awareness and action at the College and across our family of international schools.

The first stage of the competition was a series of joint lessons to build knowledge of water conservation, energy efficiency, waste reduction, and carbon footprint management. This knowledge underpinned the next stage, which was for each team to develop a business plan for a project that would improve an aspect of sustainability at their school, responding to their specific context.

The winning team received £500 to deliver their project, but all teams will operationalise their ideas to some extent, to experience change-making.



We have been learning from Wellington alumni working in green careers.

An initiative of the Community Office, Old Wellingtonians working in each of the 17 areas of the Sustainable Development Goals were interviewed by pupils as part of the Life Beyond Wellington programme. They described their career pathways and explained how working in these key sectors, addressing the greatest challenges facing society, motivates them.

For the first time, we have a detailed measurement of the carbon emissions generated by College operations. This is an essential step to understanding where we need to make changes. 12% of our emissions are generated on site from the fuels we burn in boilers and vehicles; 4% is generated off-site, though purchased electricity; and 84% is emitted by our supply chain, upstream and downstream.

We are working now on a plan to reduce the quantity of carbon in every category.



Improvements at the Health & Fitness Centre include new software to replace paper-based information and checklists; single use plastic gym wipes substituted with a bamboo-based product; and the conversion of 32 floodlights to LED bulbs.

Introducing automated irrigation systems to Bigside and the main rugby pitch has led to a 50% reduction in the water that we use to maintain the grass. The new system uses buried sensors to accurately read moisture levels and deliver water where needed.

Sustainability

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All our third form pupils receive a strong foundation in the Sustainable Development Goals, including climate education, with a bespoke curriculum integrated across the Biology, Maths, Geography, and Politics departments.

The Duke of Edinburgh Bronze award expedition, also undertaken by the third form, has been updated to include pupil reflection on their engagement with natural spaces.

A group of lower sixth pupils worked on their own projects to help reduce consumption and waste at the College.

Their initiatives included running a repair café to bring new life back to old and damaged clothing; changes to the packed lunch arrangements to reduce a source of food waste; and an Instagram account to enable the trading of second-hand and vintage College sports kits.

The College co-hosted the 2025 Bracknell Forest Climate Summit. Open to all who live in, work, or visit Bracknell Forest, including residents, representatives from local businesses, community groups, charities, schools, and public sector institutions, the summit featured workshops on five climate-impacting themes: Buildings and Energy, Transport, the Natural Environment, Greening the Economy, and Health, Well-being and Food.

The outputs of the summit are informing Bracknell Forest Council's community climate action and adaptation strategy.





The heritage oak trees along the Kilometre have been able to survive the dry summer with less stress than other trees, as demonstrated by their later leaf shedding. This is because the gardens team applied a wide mulch circle around the base of the tree to better retain the moisture in the root area, building resilience for a hotter climate.

We have reduced our use of chemicals at the College this year by introducing new floor cleaning machinery that requires less product to clean the same area. The robotic floor cleaner is also 70% faster than manual cleaning.

We've also installed a UV pool filter that reduces the amount of chlorine required in the pool.

For the second year in a row, the recycling rate achieved in processing the waste at Speech Day has increased. 1,824 visitors, 1,082 pupils and 148 staff celebrated at Wellington this summer, with our improved procedures meaning that 72% of the generated waste was recycled. It is our understanding that such large events usually only achieve a rate of around 51%.

In our everyday operations, we have increased the intensity with which we separate our waste, now dividing it down into 30 different waste streams, a huge improvement on the six categories that we sorted last year.





So that: Pupils are equipped for green careers that contribute to preserving or restoring the environment

Intergenerational Climate & Sustainability dialogues at Wellington

Wellington pupils led a new initiative in 2025 that brought together two hundred secondary pupils and 78 teachers from ten countries to share experiences, hopes, and ideas for addressing the climate crisis. Three dialogue sessions were facilitated by Wellington pupils to explore:

- Connecting with nature - participants reflected on their earliest memories of nature and how those moments shaped their care for the environment;
- Learning about sustainability and climate - the group explored how formal and informal education influence environmental awareness and action across generations;
- Taking climate action - the final dialogue turned reflection into action, with participants sharing the challenges and opportunities they encountered in leading sustainable change.

Participants highlighted how hearing from individuals of different ages broadened their understanding of climate issues, helped them connect across generational lines, and reinforced a shared sense of purpose.

To equip them for their facilitator roles, the Wellington pupil team received training in intercultural dialogue methods and developed their skills in listening, empathy, and communication. A concurrent research project noted the key skills that the participants were using, such as:

- Sharing a perspective or viewpoint in a way that others can understand;
- Reflecting why a viewpoint held might differ from a viewpoint held by another person; and
- Thinking about a topic in a new or previously unconsidered way.

Nearly half of the participants surveyed after the event reported a deeper understanding of climate issues, a renewed motivation to act and increased hope.

“I’ve always been passionate about sustainability, but this gave me a new way to engage with it -through dialogue and collaboration.

Pupil

So that: Pupils and staff demonstrate more sustainable habits and influence others

Sustainable improvements at Wellington College International Tianjin

Wellington College International Tianjin (WCIT) opened in 2011 with a brand-new, efficient modern building. WCIT has still found opportunity to improve sustainability. Indeed, sustainability sits proudly within its three-year strategy, supported at the highest levels of school leadership.

WCIT is targeting electricity use through the replacement of non-LED lightbulbs – this year, the powerful school theatre lights were upgraded – and the introduction of a smart power management system. The smart system was retrofitted to allow better automation of heating, cooling and lighting across the building.

A concurrent campaign across WCIT urges pupils and staff to “think green” at the exact times that they might be contemplating actions that could undermine sustainability improvements, such as opening a window. School-wide campaigns for Earth Day and World Water Day underwrite these behaviours.

Printing costs, as a measure of consumption, have reduced by 39% since 2016 following a push towards electronic communications and signage and by applying individual printing quotas.

There is no more bottled water on site. The drinking water butts served by large plastic bottles have now been removed, because research has found that the impact of bottled water on ecosystems is 1,400 times higher than that of tap water. Pupils and staff have quickly adapted to walking further to fill up their bottles from the fewer mains-connected water points.

WCIT, together with Wellington College International Hangzhou, has joined the Green Schools Alliance, a worldwide peer-to-peer network of schools striving for better sustainability.









For more information or to make suggestions
as to how we can deliver or further our ambitions,
please contact the Head of Social Impact at Wellington College
KDS@WellingtonCollege.org.uk