



MESSAGE FROM MR PARRY

We started this week with a very special and moving service of Remembrance, where the whole school community gathered around our oak tree for reflection, readings and the last post following a moment of silence. As always, coming together as a whole school is a very cherished opportunity and students paid their respects to this important day in the British calendar.

"Remembrance Day is a day where people get together to remember the people who sacrificed their life to let us have peace. We at St Regis' CE Academy also get together to remember those people who have gone to war and died, those who have grieved for them and those too who have survived, but for whom life was irrevocably changed. We are only too aware of places around the world where war is still very much a terrible reality. We will lay our wreaths of poppies and pay our respects with a time of silence, and we will pray for peace."

This week has also been National Anti-Bullying Week and we joined in with Odd-Socks day in support of this national initiative. Throughout the week we have had various activities taking place and our Anti-bullying ambassadors work throughout the year to ensure St Regis continues to be a warm, welcoming and friendly place where all are welcomed. In addition, this week we have sports leaders volunteering at our local primary schools, a Year 11 history and RE visit and a trip to see 'Oliver' at the Grand Theatre.

Finally, we were the venue for the Three Spires Trust Business Breakfast on Tuesday, which saw many local businesses visit the school and hear about different ways they can partner with the Trust and offer our young people careers advice and work experience opportunities to best prepare our students for life's next steps.



Mr Parry
Principal



ST REGIS STARS OF LAST WEEK!

YEAR 7 – Jessica W.
YEAR 8 – Vendant S.
YEAR 9 – Amanda N.
YEAR 10 – Shriya P.
YEAR 11 – Gracie H.
YEAR 12 – Harry F.
YEAR 13 – Amanda N.

CHESTER – Zvikomborero M.
LICHFIELD – Gracie H.
WORCESTER – Khushmeet S.
**HOUSE OF THE WEEK
IS CHESTER!**



Year 10 Careers Event at Newhampton Arts Centre

A small group of year 10 students had a fantastic time at a careers event hosted by The Violence Reduction Team at Newhampton Arts Centre today. They took part in interactive and immersive virtual reality activities, interacted with the equipment used by firefighters, found out about working for the army and police, saw the kit car that came third in the local competition, found out about the opportunities volunteering offers and college courses available to students. Our students were a credit to themselves and the school, well done to all who took part.

Parents/guardians please evaluate the schools careers programme using the link below.

<https://forms.office.com/e/rTBsm7hN7G>

ST REGIS ANTI-BULLYING WEEK

This year's focus has been 'CHOOSE RESPECT'. Staff and students celebrated what makes us unique with odd socks day.



Could you spot the signs of child Exploitation?

Calling all Parents, Carers and community members

Wolverhampton Partnership Exploitation Hub invite you to join us along with partners from Wolverhampton Homes, Community Safety, West Midlands Police, BASE25 and Wolverhampton 360 to help you recognise the signs of child exploitation, what to do if you are concerned about a child you care for and where to access support in Wolverhampton.

There will be a presentation from Wolverhampton Partnership Exploitation hub at 12:30pm and repeated at 1:30pm

Date: Monday 25th November 2024

Time: Please drop in any time from 12pm – 2:30pm.

Venue: Gloucester Street Community Centre, 1-8 Gloucester Street, WV6 0PT

Refreshments available



CHRISTMAS ROLLER DISCO

This half term our reward activity will be a Roller Disco!

The disco will be held at school on Tuesday 17th December. All students have the opportunity to attend - to be invited, they need to achieve Excellent Attendance, Punctuality and Behaviour Ratio.



SPOTLIGHT ON SAFEGUARDING

Working together to keep our young people safe

Secondary | October 2024



In this issue:

- Image sharing
- Consent
- App focus: Telegram

Image Sharing

With the rise of camera phones and other devices in the last few years, taking photos of themselves and their friends is commonplace amongst young people. These photos are often shared online. In recent years, there has also been an increase in young people asking to share nudes of themselves. This is commonly known as sexting.

There are reasons as to why a young person might agree to sending an image of themselves in this way:

- they may believe they are in a consensual romantic relationship
- they may be pressured, tricked or coerced into sharing an image
- they may be exploited or groomed into sending the images.

The law on image sharing:

In order to protect children, any indecent image of a child (someone under 18) is known as Child Sexual Abuse Material (CSAM), even if the image was created by the child themselves (self-generated CSAM). The law states that it is illegal to create or share CSAM. Creating images also includes AI or photoshopped images. The law also includes possession of an image and re-sharing images. Parents should not have images sent to their device, even if the intent is to report the image. Images should be reported to the Police immediately. It is important to note that this law is to protect children, not criminalise those who send images of themselves.

EDUCATE THEM ON THE LAW

Discuss the law with them. It protects them from the pressures of sharing images with real-life friends, as well as protecting them from the risk of exploitation.



USE PLATFORM SAFETY FEATURES

Make sure children are aware of how to report and block any inappropriate content they may receive. Review the various privacy settings available on the apps they use.

IMAGE SHARING KEY CONSIDERATIONS FOR PARENTS

OPEN CONVERSATIONS

Educate children on personal boundaries by letting them know they are never obligated to share images of themselves. Also, remind them not to request images from others.



ONLINE PREDATORS

It's important to have conversations with children about the distinction between online friends and genuine, real-life friendships.

SPOTLIGHT ON SAFEGUARDING

Understanding consent

Consent is the explicit, informed and voluntary agreement to engage in a particular activity, often referring to sexual interactions, but it also applies to other areas such as relationships, sharing personal boundaries and decision making. For children, this means ensuring that they have the capacity to give consent without feeling pressured, coerced or manipulated.

Why is it important for young people to understand consent?

- Teaching consent encourages children to respect their own and others' physical and emotional boundaries.
- Consent fosters open communication, mutual respect and equality in relationships.
- Educating teenagers about consent helps prevent situations of sexual assault, harassment and coercion.
- Understanding consent gives teenagers the tools to make informed choices about their body and relationships.
- Consent creates a culture of respect which helps to reduce harmful behaviours like victim-blaming.

The Four C's of consent help children to know if consent has been or is still being given:

- **Clear:** Yes means yes. If it isn't a yes, it's a no.
- **Continuous:** Keeping check that it is still a yes; yes now doesn't mean yes later.
- **Coercion-free:** It isn't yes if pressure has been put on someone to do something.
- **Conscious:** The person giving consent must be fully capable of giving consent.

What parents and carers should know about Telegram

This summer, Telegram made the headlines when its owner was arrested. Although it may not be the most popular messaging app among young people, it is considered one of the fastest-growing platforms. While there are many discussions surrounding the risks associated with using Telegram, here are some key points to keep in mind:

4 WAYS TO TEACH CONSENT TO TEENAGERS

Teaching children about consent is vital for fostering respect and responsibility. Here are some effective strategies.

MODEL

Model consent in everyday situations. An example of this might be to ask for a hug.



TALK

Talk about what consent looks like in relationships. Use TV shows or news articles as conversation starters.



RESPECT

Emphasise mutual respect, taking into consideration seeking and giving consent.







DISCUSS

Discuss the legal aspect of consent, as well as the emotional impact of not gaining consent.



Keeping your child safe is our number one priority at St Regis Academy. You can contact your child's Form Tutor, Head of Year or the Designated Safeguarding Leads if you have any concerns or questions by emailing: admin@stregisacademy.org. If it is urgent, please call the school and ask for a DSL.

RISKS TO CONSIDER IF YOUR CHILD USES TELEGRAM

| | | | |
|---|--|---|---|
|  END-TO-END ENCRYPTION |  SELF-DESTRUCTING MESSAGES |  LARGE GROUP CHATS |  LOCAL CONNECTIONS |
| Private conversations known as 'Secret Chats' can only be accessed by the participants. This puts children at risk. | A timer can be set when sending a message in a Secret Chat which will then self-destruct/disappear. | Group chats known as Channels can include up to 200,000 participants. This allows for unregulated conversations. | 'People Nearby' connects users locally, but may expose children to grooming and exploitation risks. |



From the Chaplain...

This week, we remember.

Curriculum staff heard this morning of the joyful benefits of remembering from past students and hearing news of their progress since leaving us. These good news stories give us cause to remember with gladness and thankful hearts.

In contrast, we also remember tragedies and loss. On Monday the whole school community paused, as did people across the country, to remember those who served and lost their lives or their loved ones during the world wars. We prayed for peace and we thought of those entangled in ongoing conflicts today. Wherever there is sudden tragedy we feel a need to mark the anniversary and to remember: 9/11, the fire at Grenfell Tower, Lockerbie, the Manchester Arena bombings are but a few examples. International Awareness Days, Weeks and Months help us to remember more general injustices and raise awareness of the ongoing needs for change in our society.

“Do this in remembrance of me,” Jesus instructed his disciples as he shared bread and wine with them and used this shared meal to explain the sacrifice he would be making for them. He didn’t want them simply to remember him in their minds, but he gave them an action by which to remember him; an action which even two thousand years later draws people together in closer fellowship with one another and with God.

So what should be the result of our remembering? Should we simply pause and think and then return to our former ways? Or should we be changed somehow by the act of remembering: resolving and acting to create a fairer and safer society for all?

As we continue to hear stories of flooding in Spain and as world leaders meet in Azerbaijan for the COP 29 climate talks, I am reminded of the climate crisis affecting communities across the world. I have no doubt that we will experience an increasing number of climate related tragedies and emergencies over the coming months and years and that they will start to hit closer to home. With regret, I foresee a time when we will be remembering and marking the anniversary of some of those tragedies. But will this imminent threat be enough, I wonder, to turn us from our comfortable and convenient ways and to convince us to make the changes necessary to combat the climate crisis?

Creator God, who made our beautiful world,
appointed us as its guardians
and gifted us with everything we need,
forgive us
for the times we cause it harm;
for the times our way of life
affects our neighbours.
Inspire us
to care for the environment;
to help rebuild lives and communities;
to share in the griefs and anxieties,
joys and hopes of all your people,
so that all your creation may flourish.
Amen.

Prayer by Stephen Davies/CAFOD

