



**FLOURISH**

## MESSAGE FROM MR PARRY

I very much enjoyed welcoming Year 7, 8, 9 and 10 parents into school yesterday evening for our information evening. It was wonderful to see our main hall filled with parents and students and I hope the information that was shared with them by our Senior Leadership Team has set them up well to have a really positive academic year. Heads of Year were on hand to chat with parents afterward, and it is always a great night to remind us that the relationships we have with our families is a huge strength and supports the amazing work that takes place at St Regis day in, day out.

We have some incredible opportunities and experiences coming up in the next few weeks for our students: a Battlefield residential to Belgium in partnership with St Peter's; an outdoor education residential to Wales; and a Year 13 RE residential to Walsingham. I look forward to seeing the social media updates and photographs from these visits, and hearing the stories and feedback from students on their return.

Next week we launch Gen Juice in our canteen, which is an exciting new product to reduce our reliance on single-use plastic and give our students a fantastic offer of a range of fruit-flavoured water. To mark the launch of this, all Key Stage 3 and 4 students will be given a new, metal, St Regis water bottle to use in the Gen Juice dispenser, or in our water machines already on site.

Next week we look forward to our Year 7 welcome service at St Michael's church. This is always a very special occasion and all Year 7 parents are welcome to join us in the church to celebrate the successful start of our Year 7 students' journey into secondary education.



**Mr Parry**  
**Principal**



**ST REGIS STARS  
OF LAST WEEK!**

- YEAR 7** – Azariah A.
- YEAR 8** – Tristan O-M.
- YEAR 9** – Vaniah M.
- YEAR 10** – Chloe R.
- YEAR 11** – Esther D.



**CHESTER** – Ava H.  
**LICHFIELD** – Chloe R.  
**WORCESTER** – Joshua W.  
**HOUSE OF THE WEEK  
IS CHESTER!**



*Well done!*

**Congratulations to Xienna and Faith on being given the opportunity to continue their football development with West Bromwich Albion.**

**We wish you the best of luck for the upcoming season!**





# SPOTLIGHT ON SAFEGUARDING

WORKING TOGETHER TO KEEP OUR YOUNG PEOPLE SAFE

Secondary | September 2025

## Back to school – building positive routines for a strong start

As the new school year gets underway, many families find it helpful to re-establish routines around sleep, screen time, curfews and home life. While the summer holidays are a chance to relax, the return to structure can be a welcome reset – not just for learning, but for your child's overall wellbeing and safety.

## Why routines matter for well-being

Routines offer young people a sense of stability, predictability and control, all of which are important for good mental health, particularly during the teenage years. Adolescence is a time of rapid change, emotionally and physically. Having regular daily habits can help reduce anxiety, improve focus and create a stronger sense of security.

When children know what to expect – such as when they'll eat, sleep, study and unwind – it can help reduce stress and overwhelm. Consistent routines also support better sleep, which is closely linked to emotional regulation, mood and the ability to cope with challenges.

In uncertain or emotionally demanding times, even small routines – like packing a bag the night before, eating breakfast together or turning devices off at the same time each night – can act as 'anchors' that promote calm and emotional resilience.

## Sleep, screens and curfews

Teenagers need 8–10 hours of sleep to focus and manage emotions. If bedtimes have slipped over the summer, gradually return to earlier routines. Encourage screen-free time before bed and keep devices out of bedrooms to avoid disrupted sleep. Re-establishing curfews and clear expectations can also support safety and balance as school starts.

In this issue:

- Building positive routines
- Deepfakes

## TIPS FOR SETTING ROUTINES THAT STICK

### INVOLVE YOUR CHILD

Teenagers are more likely to follow routines they've helped create. Ask for their input on what works.



### START SMALL

Focus on a few key routines (e.g., bedtime, screen time, homework) and build from there.

### USE VISUAL REMINDERS

A weekly planner or checklist on the fridge can help make routines visible and easier to follow.



### BE CONSISTENT, BUT FLEXIBLE

Life happens, so allow for changes – but try to return to the routine as soon as possible.



### PRAISE PROGRESS

Acknowledge your child's efforts. Positive reinforcement goes a long way.



@The\_Enlightened\_Parent

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](mailto:admin@stregisacademy.org).

If it is urgent, please call the school and ask for a DSL.

# SPOTLIGHT ON SAFEGUARDING

## Understanding deepfakes – what parents and carers need to know

As technology continues to evolve, new online risks are emerging; and one of the most concerning is the rise of deepfakes. While the term may sound technical, it's something all parents and carers need to be aware of. Deepfakes can be used to deceive, manipulate and harm, and young people are increasingly being exposed to them, whether they realise it or not.

### What are deepfakes?

Deepfakes are videos, images or audio recordings that have been digitally altered – often using artificial intelligence (AI) – to make it look like someone has said or done something they never actually did. This can include realistic-looking videos where a person's face is swapped onto someone else's body or voice recordings that sound identical to a real person.

While some deepfakes are created for fun or entertainment (e.g, putting a celebrity's face in a movie scene), others are made with harmful intent – to spread misinformation, harass individuals or cause reputational damage.

### How can deepfakes affect young people?

**Online bullying and harassment:** there have been cases where deepfakes are used to humiliate or threaten young people – for example, by placing their face onto inappropriate or explicit content and sharing it without their consent.

**Manipulation and misinformation:** deepfakes can be convincing and may be used to spread false stories, fake messages from public figures or even impersonate friends or family members online.

**Emotional and mental health impact:** Being targeted by or exposed to deepfakes can cause embarrassment, anxiety and long-lasting emotional harm. Even witnessing a deepfake involving others can be distressing and erode trust online.

## How can parents and carers support their child?



### Open the conversation

Discuss deepfakes with your child calmly and without judgment. Ask if they've encountered them online and reassure them they can always talk to you if they feel uncomfortable.



### Teach critical thinking

Encourage your child to critically assess online content. Help them build digital literacy skills by identifying signs of fake and manipulated content.



### Check privacy settings

Review your child's social media privacy settings to ensure accounts are private and they understand not to share personal photos or videos with unknown individuals.



### Know what to do if something happens

If your child is targeted by a deepfake, take it seriously. Save evidence, report it to the platform and, if the content is explicit or threatening, report to the Police.



### Reassure and support

The emotional impact of being involved in or exposed to a deepfake can be significant. Be ready to listen, validate their feelings and access professional support if needed.

While deepfakes are a serious concern, knowledge and communication are powerful tools. By staying informed, creating an open home environment and helping children build critical thinking skills, we can help them stay safer in a changing digital world.



# From the Chaplain...

**For it was you who formed my inward parts;  
you knit me together in my mother's womb.  
I praise you, for I am fearfully and wonderfully made.  
Wonderful are your works;  
that I know very well.  
(words from Psalm 139)**

At a time in history when worship was a communal activity more than a personal act, and faith involved belief in a God who had the interests of the whole nation at heart, David seems to have had an unusual (for the time) and personal experience of a very tender God; a God who had created every aspect of him, who delighted in him, who knew everything about him and who loved him dearly.

Working with teenagers we are well aware that this is a time of great change and development in the brains of a young person and in particular a time when the young people in our care are exploring their identity beyond the limits of their immediate families. This involves building relationships with their peers and perhaps asking questions about themselves: 'Who am I?' might relate to the physical body I inhabit, the characteristics I have inherited from my parents or culture, the qualities, traits and skills I wish to develop and the people and ideas I find myself attracted to. As our young people long to feel accepted and to belong, they might find themselves particularly vulnerable to various influences in society and in the media. Even as adults, we like to receive praise and validation; how much more so in our teenage years.

I wonder how many of us are honestly able to say with David, 'I am fearfully and wonderfully made.'? If we are honest, I suppose that many of us have aspects of our bodies or our characters that we struggle to like and accept. And yet, as we read last week, we are children of God (1 John 3) and created in God's image (Genesis 1). Whilst there may well be things about us that we want to challenge God about, I do believe that God doesn't make mistakes! That is not to say that God isn't still working within us, through the Holy Spirit to perfect God's image in us... but already, God thinks that we are pretty amazing. In fact, I would go as far as to say that probably, God's opinion of us is higher than our own. Perhaps it is time for us to accept God's trust in us and, confident in God's love for us, to be open and available to showing others that they too are precious and wonderfully made.

Loving God,  
we thank you for your incredible work in creating us.  
All your works are marvellous,  
and we know this with our whole hearts.  
Remind us of your perfect design and the wonder of your creation  
as we live our lives each day. Amen

