



**FLOURISH**

## MESSAGE FROM MR PARRY

Throughout the week we have been posting photos on our social media of the amazing Battlefields history trip that some of our Year 9 students are on in northern France and Belgium. It looks like the students have been having a fantastic time visiting some incredibly important historical sites. Next week, we have our Year 13 RE residential taking place in Walsingham. More wonderful educational experiences and visits for our St Regis students.

We are also looking forward to welcoming some special guests into school next week. We welcome the Mayor of Wolverhampton, Cllr Craig Collingswood, and then later in the week, Revd Dr Andrew Ashdown (Partnership coordinator for Africa for the Methodist Church), both should be fantastic experiences.

We also continue to welcome many families into school as part of our open events. We have had a number of prospective families join us this morning, and our next Open Morning is on Wednesday 1st October at 9.30am. Our Open Evening this year is on Thursday 9th October from 4pm, and I would like to welcome anyone that wishes to join to see our fantastic site and the amazing work that takes place day-in, day-out here at St Regis.



**Mr Parry  
Principal**



**ST REGIS STARS  
OF LAST WEEK!**

**YEAR 7** – Treasure A.  
**YEAR 8** – Alexia A.  
**YEAR 9** – Vedant S.  
**YEAR 10** – Katherine O.  
**YEAR 11** – Prabhkirat K.



**CHESTER** – Prabhkirat K.  
**LICHFIELD** – Pipelouwa O.  
**WORCESTER** – Vedant S.  
**HOUSE OF THE WEEK  
IS WORCESTER!**



**Our students have  
made some  
delicious, fresh  
apple juice using  
the apples grown  
in our very own  
nature reserve.**



# SCHOOL NURSING

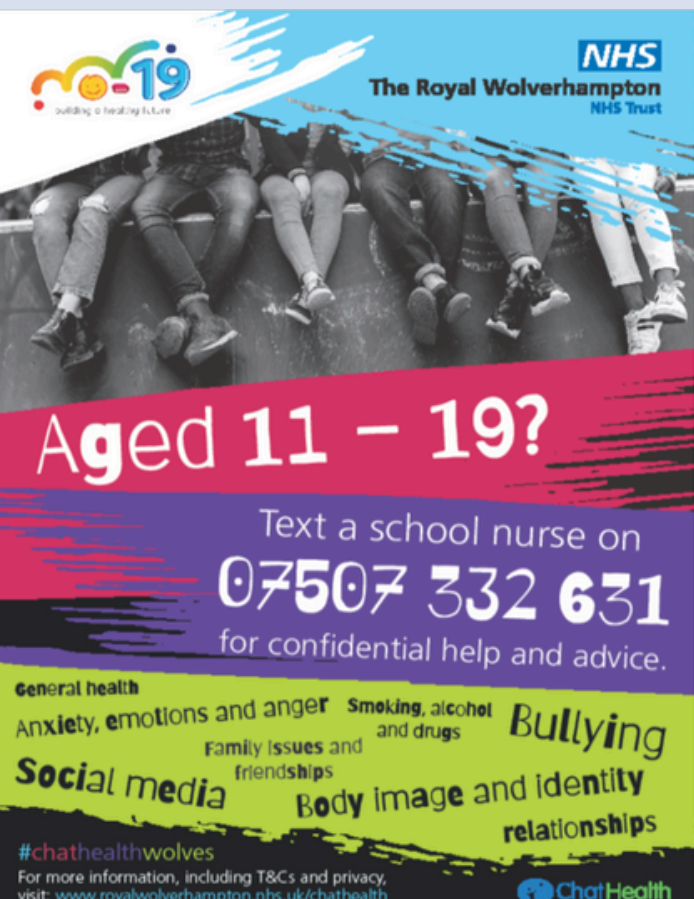
If you would like to discuss your child's health with a School Nurse, please contact our 0-19 Single Point of Access (SPoA) Hub on:





01902 441057



[rwh-tr.0-19service@nhs.net](mailto:rwh-tr.0-19service@nhs.net)




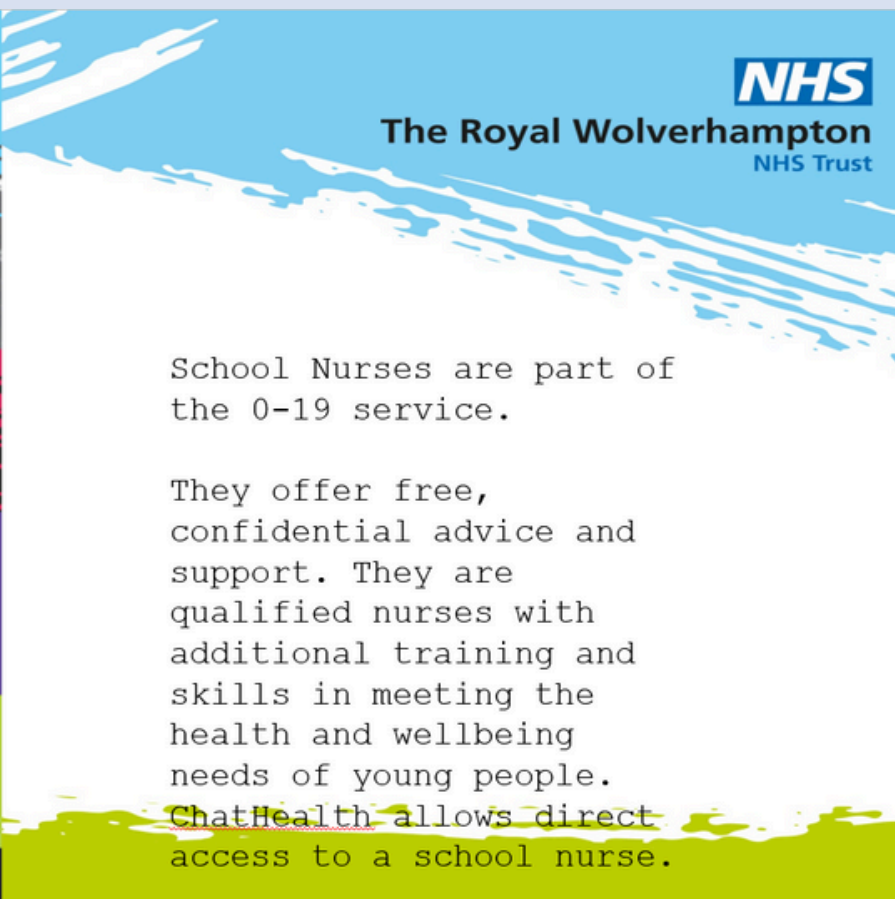
 


**Aged 11 – 19?**

Text a school nurse on  
**07507 332 631**  
for confidential help and advice.

General health  
Anxiety, emotions and anger  
Family issues and friendships  
Social media  
Smoking, alcohol and drugs  
Body image and identity  
Bullying relationships

#chathealthwolves  
For more information, including T&Cs and privacy, visit: [www.royalwolverhampton.nhs.uk/chathealth](http://www.royalwolverhampton.nhs.uk/chathealth) 





School Nurses are part of the 0-19 service.

They offer free, confidential advice and support. They are qualified nurses with additional training and skills in meeting the health and wellbeing needs of young people. ChatHealth allows direct access to a school nurse.



# Let's chat sexual health

 ChatHealth

#ChatSexualHealth

More information, including T&Cs and privacy, at:  
[www.embracewolverhampton.nhs.uk/chatsexualhealth](http://www.embracewolverhampton.nhs.uk/chatsexualhealth)

Text a school nurse on

**07480 635 548**

for confidential support and advice.

STI testing

Safe sex


Pregnancy  
advice

Counselling

Smear  
tests

HIV testing

Emergency  
contraception

 ChatHealth

## Parent & Carers Webinar

### Parent & Carers Webinar

Building safety  
for our young  
people



The 1 hour webinar will.

Explore some of the risks and  
issues facing children & young  
people, and consider how as  
parents/ carers we can  
support our children's safety &  
wellbeing

[Click here to book via  
Eventbrite](#)



Designed for professionals, parents and carers alike.

Resources covering:

- ▶ Mental health
- ▶ Online safety
- ▶ Peer pressure
- ▶ Exploitation
- ▶ Weapons
- ▶ Drugs/alcohol

QR code to book via Eventbrite...



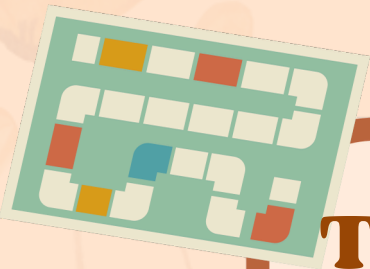


**Do you want to level up your October Half Term break?**

**GAME & CHAT  
SECONDARY SCHOOL AGES**

**Dodge the gloomy weather and dive into a session of games and chill times with the Wolverhampton Reflexions Team.**

**Play some of your favourite board games whilst making new friends and having a laugh! A cosy, feel good way to brighten up the chilly season!**



**Tuesday 28th October  
Wolverhampton Art  
Gallery**

**2:00pm - 4:00pm**



**For additional information or brief sign up form to register your attendance, please email [bchft.reflexions@nhs.net](mailto:bchft.reflexions@nhs.net) or feel free to pop in!**



# 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?

The infographic consists of five rounded rectangular boxes, each with a colored header and a corresponding icon. The boxes are arranged horizontally. The first box is red with a speech bubble icon, the second is yellow with a person and question marks icon, the third is green with a padlock icon, the fourth is blue with a warning triangle icon, and the fifth is purple with a group of people icon.

- 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 in him all things were created: things in heaven and on earth, visible and invisible, whether thrones or powers or rulers or authorities; all things have been created through him and for him. Colossians 1:16**

All too easily we can fall into the trap of believing that we are the masters of our own destiny or of putting our trust in the security of wealth and possessions; as though we have earned the right to our health and belongings solely through our own efforts rather than by the grace of God. It is true that our hard work will make a difference, I am not denying that, but there are so many examples, biblical and contemporary, that our will-power, choices and labour alone cannot keep us safe in the face of disaster.

If you have read the book of Job, you will have read of a hardworking and faithful man who lost family, wealth, health and home to one disaster after another. Similarly, if you read the stories of people who have experienced homelessness today, you will read of hardworking people who through illness, economic crisis or relationship breakdown found themselves in drastically changed circumstances.

For various indigenous peoples "possession" was less about exclusive ownership and more about stewardship, usage, and a spiritual connection to the land. Land was viewed as a gift to be shared and sustained, not as a commodity to be owned, bought, or sold. Our Bible verses this week remind us that all things actually belong to God and also that God has put us in a role of stewardship over the rest of creation. This seems very in-line with indigenous philosophies, but what might it look like in our community? Is there any sign of this way of thinking in a society which often seems motivated by greed and profits?

Recent years have seen a huge growth in the number of community gardens, toy libraries, seed swaps and repair cafés among the many ways in which local people are sharing possessions, labour and talents for the benefit and blessing of all. Not only do they save money and promote a more ecological way of life, but they also reinforce community bonds and protect skills and (in the case of seed swaps) diversity for future generations. As we become increasingly aware of the chaos caused by an unexpected virus, cyber-attack or injury perhaps a shift from our insistence on self-reliance to a recognition of our need for one another would not be a bad thing.

*Father of us all,  
we thank you for the community to which you have called us.  
We ask your blessing for the people who live and work around us.  
Let Your Spirit move through our schools, workplaces, and streets  
bringing your wisdom, protection, healing, guidance.  
Build up our sense of togetherness and hope  
that we might use all our skills and experience to thrive together. Amen.*

