

# ST REGIS ACADEMY

## NEWSLETTER

9th January 2026



**SOW**



**NURTURE**



**GROW**



**FLOURISH**

### MESSAGE FROM MR GREEN

As we begin the new term, I would like to warmly welcome all our families back to school and to thank you for the support you continue to show our community. It is a privilege to be writing to you in my new role as Head of School. I strongly believe that school matters deeply: it shapes who young people become, not just what they achieve. That belief carries a responsibility – to develop character and excellence together, and to provide our students with the very best education possible. The very best education requires the very best opportunities: rich learning experiences, high expectations, strong relationships, and an inclusive community where every child can flourish. I am very much looking forward to working closely with parents, carers and staff as we continue to build on the strengths of St Regis.

The first week of term was an unusual and demanding one, with heavy snowfall and an Ofsted inspection taking place on the very first day back. Despite these challenges, our students were exceptional. They conducted themselves with maturity, courtesy and confidence, and represented themselves and the school with real pride. Classrooms remained calm and purposeful, routines were upheld, and our pupils rose to the occasion. We were incredibly proud of them, and grateful to our staff and families for the support shown during a challenging but positive start to the term.

There is also much to look forward to in the weeks ahead. Our Year 9 students will begin the KS4 options process, marking their first steps on the journey towards further education and future careers. Students in the Sixth Form will be preparing for and sitting external examinations, while our Year 7 cohort continue their excellent start to secondary school as they move confidently into their second term. We are also looking forward to welcoming parents and carers into school for our Year 9, Year 11 and Year 12/13 events later this half term, and to continuing our strong partnership with families as the term progresses.



**Mr Green**  
Head of School



**ST REGIS STARS of  
Autumn Two!**

- YEAR 7** – Harris T.
- YEAR 8** – Logan B.
- YEAR 9** – Akshdeep S.
- YEAR 10** – Katherine E.
- YEAR 11** – Oluwadarsimi O.
- YEAR 12** – Alisha T.
- YEAR 13** – Abigail K.

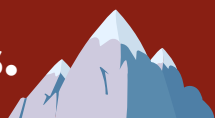


**CHESTER** – Logan B.  
**LICHFIELD** – Kimberley M.  
**WORCESTER** – Akshdeep S.  
**HOUSE OF AUTUMN TWO WAS  
Chester!**



**The Three Spires Sixth Form Trip  
is Underway!**

**We're sure the recent wintery  
weather will have prepared  
them for the Alpine conditions.**





# Friends of St Regis

Support St Regis PTA & Win Big with Wolverhampton Community Lottery!

We're excited to share a fantastic way you can support Friends of St Regis Parent Teacher Association while having the chance to win up to £25,000 every week!

By playing the Wolverhampton Community Lottery, you'll be helping us raise vital funds to enhance the educational experience of all our students – from funding enrichment activities to improving school resources.

- ✓ Tickets cost just £1 per week
- ✓ 60% of every ticket goes directly to local good causes
- ✓ Weekly prizes up to £25,000
- ✓ Special draws with amazing prizes like PS5 bundles or £1,000

It's easy to join!

Visit:

[www.wolverhamptoncommunitylottery.co.uk/support/friends-of-st-regis-parent-teacher-association](http://www.wolverhamptoncommunitylottery.co.uk/support/friends-of-st-regis-parent-teacher-association) or scan the above QR code

Your support makes a real difference. Let's grow great things together for our children and school community!



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)

**Embrace**  
Wolverhampton Sexual Health Service

**NHS**  
The Royal Wolverhampton  
NHS Trust



# 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**

**0-19**  
building a healthy future

**NHS**  
The Royal Wolverhampton  
NHS Trust



## 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
- Bullying**
- Body image and identity
- relationships

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

**NHS**  
The Royal Wolverhampton  
NHS Trust

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.



# SPOTLIGHT ON SAFEGUARDING

WORKING TOGETHER TO KEEP OUR YOUNG PEOPLE SAFE

Secondary | January 2026

## Understanding 'Com Groups' – what parents should know

Recently, alarming reports have emerged about dangerous online networks sometimes called 'com groups' or 'com networks.' These are loosely organised online communities, often on social media, messaging apps or gaming platforms, where cybercriminals and abusers target children and teenagers.

While each group can be different, many share disturbing and coercive behaviour, encouraging or demanding self-harm, blackmail (including via intimate or personal data) and normalising violence, abuse or even suicidal behaviour. Some groups reportedly use intimidation, threats or manipulation to control vulnerable youngsters. These groups are not hidden on the fringes - they can exist on platforms used daily, such as Roblox, Telegram, Discord and others. This means any child could be at risk, which makes awareness and vigilance essential.

## Why some children become targets

According to experts on self-harm and online harm:

- young people coping with emotional distress - such as anxiety, low self-esteem, isolation, bullying or mental health struggles may be more vulnerable.
- some may be seeking connection or acceptance; abusers exploit this, offering reassurance or belonging in return for compliance or secrecy.
- perpetrators often use coercion or blackmail, luring children into trust or secrecy, then manipulating them into harmful acts or threatening to expose sensitive information.

## Signs that a child might be involved

- **Unexplained mood changes:** sudden depression, irritability, anxiety or withdrawal from family and friends.
- **Physical signs of self-harm:** unexplained cuts, bruises, burns or other marks; covering up arms or legs even when it's warm; reluctance to join in activities like swimming or wearing certain clothes.
- **Behavioural or digital-use changes:** secretive online activity, reluctance to share who they're talking to or spend a lot of time online; avoiding questions about friends or online contacts; seeming nervous or guilty when messaging or on their phone.
- **Signs of distress or shame after online use:** references to 'group challenges' or 'private communities' they feel they can't talk about.

In this issue:

- Com Groups
- Everyday consent

## What parents and carers can do

Practical tips for protection and support

### 01 Talk openly and often

Create a safe space for conversation. Let your child know they can talk to you about anything, including what might be going on in their online world.

### 02 Check in on online activity

Show interest in your child's apps and platforms. Encourage transparency by asking about their online communication.

### 03 Educate - but without fear

Help them understand that not all online spaces are safe; that it's okay to say no, to block or report someone or to talk to you if something feels wrong.

### 04 Be alert to signs and offer support

If you suspect something's wrong offer help, listen without judgement and suggest professional support if needed.

### 05 Model healthy online habits

Demonstrate balanced screen use, respectful interaction and openness. Show that online safety and personal well-being matter.

### 06 Make it a family conversation

Include online safety and mental well-being in everyday talks - not just as a one-time 'warning', but as part of normal family life.



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

## Teaching young people about consent

Consent is often talked about only in the context of sexual relationships, but for teenagers, the concept is much bigger and far more everyday. At its core, consent is about respect, boundaries, communication and personal autonomy. Helping young people understand consent holistically gives them the tools to build healthy friendships, avoid peer pressure and navigate online and offline relationships with confidence.

### What consent really means

Consent is an agreement - freely given, informed and reversible - between people. It applies in many situations young people face daily:

- borrowing someone's belongings
- sharing photos or personal information
- hugging or physical affection
- joining group chats
- making plans that involve others
- even teasing, joking or play-fighting,

When young people understand that consent isn't a one-time conversation but a continual practice, they learn to respect their own boundaries and those of others.

### Why young people need this skill

As young people grow more independent, their social world expands - both online and offline. They encounter situations where peer pressure, miscommunication or digital behaviour can challenge boundaries. Teaching consent early helps them to:

- feel confident saying no without guilt
- understand that they can change their mind at any time
- recognise when someone else is uncomfortable
- build friendships based on respect, not pressure
- navigate online sharing safely and thoughtfully.

## HOW PARENTS AND CARERS CAN TEACH EVERYDAY CONSENT

### Emphasise that consent works both ways

Young people should feel empowered to assert their own limits and responsibility for respecting others'.

### Highlight online consent

Encourage them to always ask before:

- adding someone to a group
- sharing screenshots
- forwarding voice notes or messages
- posting or tagging photos.

### Model consent at home

- Ask before giving a hug
- Check before sharing their photo with family
- Respect when they say "not right now"

### Use real-life scenarios

Bring consent into everyday conversations:

- "If a friend doesn't want to be in a group chat, what should you do?"
- "If someone asks for a picture, what's a respectful way to respond?"

### Reinforce that pressure is not consent

Help them understand that:

- silence isn't consent
- "I guess so" isn't consent
- feeling forced, guilty or intimidated means consent is not valid.

# From the Chaplain...

There were so many reasons for them not to travel, those wise men from the East. Firstly, there was the distance; this would be a significant journey involving weeks (if not months) away from their homes, families and businesses. Then there was the danger; travelling through foreign lands with their treasures they would be putting themselves at risk of robbery, accident, illness and wild animals on the way. The discomfort would have been a big deterrent for me, whether or not camels were involved; the challenge of finding places to stay on the road, exposed to the cold at night and the heat of the day, the wind and the rain... And all that, without knowing where exactly they were going to, when they would arrive and who or what they were expecting to find at the end of it all. There are many who would not have travelled.

This week in particular has been one for not wanting to travel. I have lost count of the number of church meetings which have been cancelled, postponed or moved to zoom in order to avoid the dangers and inconveniences of the weather.

So why did the magi travel? Why did they risk all that danger, discomfort and uncertainty? It seems that they had recognised, and would recognise, something special, something new, something with real meaning hidden in the midst of everyday ordinariness: in a poor household, in unpromising surroundings, with a refugee family. And there, with minds and hearts open and expectant, they would meet with God, they would bow down in worship and they would be changed forever.

During the season of Epiphany churches will hear and read many stories of God being revealed in unexpected people, places and ways. In this story (Matthew 2: 1-12) those who recognised the Christ-child were not the expected people, not the priests and learned Jewish scribes but foreigners who were none-the-less open to noticing and had the courage to follow their hearts.

I pray that we too may be open to noticing God in the world, in the people and in the events around us; hidden, as he so often is, in the most ordinary things of life.

