

ST REGIS ACADEMY

NEWSLETTER

16th January 2026



MESSAGE FROM MR GREEN

Over the past few weeks, I have been very proud of how our students have approached their learning. For some of our Year 11 and Sixth Form students, exams have taken place this week, and they approached these with focus, maturity and determination.

This half term has also included Progress Week, which gave pupils the opportunity to pause and reflect on their learning across all subjects. Students considered what has gone well, where they need to improve, and what their next steps should be. They engaged carefully with teacher feedback on specific pieces of work and set SMART targets to help them move forward. Importantly, this was not just a reflective exercise — pupils were expected to act on feedback and actively improve their work. Parents and carers can view these targets in the Progress Week section of the pupil planner, supporting meaningful conversations about learning at home.

This process helps pupils to take greater ownership of their learning and to understand that progress comes from effort, good habits and responding positively to feedback. A reminder for parents that you can support this further by awarding merit points for reading and extended learning through the Class Charts app. This recognition reinforces positive learning behaviours beyond the classroom and is valued by pupils.

Looking ahead to next week, there are a couple of important events for families. Year 13 subject reports will be sent out on Tuesday 20th, providing an important update as students continue their preparation for examinations. We will also be holding our Year 11 Parents' Evening and Sixth Form interviews from 4.30–6.30pm. These opportunities to work together are vital at key points in a pupils' journeys, and we look forward to welcoming parents and carers into school.



Mr Green
Head of School



ST REGIS STARS OF LAST WEEK!

YEAR 7 – Ezekiel N-B.
YEAR 8 – Deivid G.
YEAR 9 – Kimberley M.
YEAR 10 – Ava H.
YEAR 11 – Alex E.



CHESTER – Olivia K.
LICHFIELD – Kimberley M.
WORCESTER – Maria A.
**HOUSE OF THE WEEK IS
CHESTER!**



Read for Good

Readathon
Reading to help children in hospital

Get involved in our
READATHON

The English Department are pleased to launch this year's **Read for Good Readathon**, open to all Year 7 students, with limited spaces for any additional keen readers from Key Stages 3, 4 or 5.

Y7 English teachers have sponsorship cards to distribute to classes during this week's lessons.

Any other readers, please see Miss Milton in the English office if you would like to take part.

Prizes available to the owners of the first 5 completed sponsorship cards to be handed in! Get reading!

<https://www.facebook.com/readforgood/videos/readathon-is-the-perfect-way-to-gets-kids-reading-for-fun-they-can-read-whatever/866896392676928>

READ TO RECHARGE
Reading is vital for wellbeing - offering entertainment, escape and a much-needed screen break!

READ TO CONNECT
Readathon is a great way to share experiences and reach goals, whether in school or at home.

READ TO KEEP UP
Research has shown that reading for pleasure helps you to be more successful.

READ TO HELP OTHERS
Reading and raising money to buy books for children in hospital, less great!

Read for Good readforgood.org

The English Department are pleased to launch this year's Read for Good Readathon, open to all Year 7 students, with sponsorship cards available from Monday. We encourage you all to take part and raise as much as we can for poorly children who will receive books and author visits during their hospital stays. Closing date 13th February, so get 'reading for good!' Please ask your English teacher for further details.



<https://www.facebook.com/readforgood/videos/readathon-is-the-perfect-way-to-gets-kids-reading-for-fun-they-can-read-whatever/866896392676928>



Basketball Competition

St Regis hosted the Year 11/12 and Year 13 3v3 Basketball competition for the City of Wolverhampton, providing a fantastic evening with outstanding talent on display. Several schools from across the city attended, many of whom compete at a high level. Throughout our matches, we demonstrated excellent defensive techniques and a range of attacking options, allowing us to take early leads. It was a brilliant showcase of basketball and a thoroughly enjoyable evening.

Volleyball Competition



On Thursday, St Regis also hosted the Year 9/10 Girls' Volleyball competition for the City of Wolverhampton. Placed in a challenging pool, we lost our opening game but showed great progression and resilience to win all of our remaining matches, securing a place against the second-ranked team from the other pool. After a tough start, with the match going point for point, the team showed real determination as time ran down, finishing strongly to secure the win and 3rd place overall. With 12 teams from a variety of schools competing, it was a great night of volleyball.



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 or scan the above QR code

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



Dear Parents/Guardians,

We are writing to inform you that Catch22, a national youth support charity, will be based in school on a set day to offer additional support to pupils who may benefit from it.

Catch22 works with children and young people to provide early intervention, education, and practical support around a range of topics, including:

- Exploitation and county lines
- Gangs and knife crime
- Drugs and vaping
- Mental health and emotional wellbeing
- Healthy relationships and friendships
- Staying safe in the community and online
- Grooming and online awareness

The support offered is both preventative and responsive. Some pupils may be identified as being at risk, while others may simply benefit from awareness sessions and tools to help them make safe, informed choices now or in the future.

Catch22's presence in school is intended to be supportive, educational, and confidential, working alongside the school to promote pupil safety and wellbeing. No action is required from parents or carers—this letter is simply to ensure you are aware of their involvement in school.

If you would like to find out more about Catch22 and the work they do, please visit:

<https://www.catch-22.org.uk/resources/county-lines-support-and-rescue-west-midlands-annual-report-2023-2024/>

If you have any questions or would like to contact the Catch22 team directly, their contact details can be found here:

<https://www.catch-22.org.uk/contact/>

Thank you for your continued support in helping us keep our pupils safe, informed, and supported.

Kind regards,

Catch22 Team

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



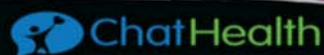
rwh-tr.0-19service@nhs.net



The Royal Wolverhampton NHS Trust



Let's chat sexual health



#ChatSexualHealth

More information, including T&Cs and privacy, at: www.embracewolverhampton.nhs.uk/chatsexualhealth

Text a school nurse on

07480 635 548

for confidential support and advice.

STI testing

Pregnancy advice

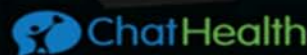
Smear tests

HIV testing

Safe sex

Counselling

Emergency contraception



The Royal Wolverhampton NHS Trust



The Royal Wolverhampton NHS Trust



Aged 11 - 19?

Text a school nurse on

07507 332 631

for confidential help and advice.

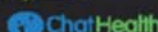
School Nurses are part of the 0-19 service.

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.

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

#chathealthwolves

For more information, including T&Cs and privacy, visit: www.royalwolverhampton.nhs.uk/chathealth





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 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...

This week in our school worship we have been introduced to the Old Testament bible character Esther. Born in Persia around 2500 years ago as part of the Jewish immigrant community there, this orphan girl would go on to marry King Xerxes, ruler of the whole Babylonian empire and arguably the most powerful man in the world at the time. Throughout her story we will see how God protects Esther (through her cousin adopting and caring for her), provides for Esther (as she is brought to the royal palace to be educated) and prepares Esther for the important role she will play in the years ahead. So where do we see God doing these things in our own lives?

Looking back over our lives so far we will recognise times of great joy but also times when we have struggled: none of these opportunities are wasted by God, who (in the words of St Paul's letter to the Romans) 'works all things together for the good of those who love Him, who are called according to His purpose'. The times of joy have nourished and encouraged us but we have also grown in resilience, strength, creativity and compassion through the difficulties and challenges we have faced. This was recognised by some of our 'Alternative Provision' pupils this week as they started to open up about their own lives and the situations they have learnt and grown from. One student recognised that his experiences will put him in a better position to understand, encourage and support others in the future who may face similar choices and challenges.

As we open our minds and start to notice God at work in our lives, two things will happen. Firstly, we will start to see God not just in the expected places, in scripture for example, but in every aspect of life. Jesus saw God's work reflected everywhere, from the baking of bread and the farming of the land to the management of employees and interactions with neighbours. Secondly, we may start to notice our interconnectedness, with one another, with the wider world and with God. Instead of focussing on our own daily disappointments and asking where God is in our personal stories, we might see ourselves as part of a much larger plan and ask ourselves what role God is preparing and leading us into in the story of his people.

"For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future." (Jeremiah 29:11)

