

# ST REGIS ACADEMY

## NEWSLETTER

6th March 2026



**FLOURISH**

### MESSAGE FROM MR GREEN

We are incredibly proud to celebrate a major success for our Rugby Academy, with the team securing the Division 2 title and earning promotion to the AOC Premier Championship for next season. This achievement, alongside the selection of seven St Regis students for a representative tour to Scotland during half term, highlights the strength, commitment and growing reputation of rugby at our school. Through our links with Coventry Rugby Club we now have a rugby pitch and also training sessions for pupils across year groups – something we have not been able to do before. The St Regis team is playing in the prestigious Marches 7s tournament this weekend – we are in group D. This will be live streamed – please follow this [link to all the information](#).

Other celebrations this week include our ATL awards which took place today. This event brought together all pupils from across the school with the highest Approach to Learning – we recognised and thanked pupils for their hard work and determination to succeed. These pupils are excellent role models.

Yesterday, we marked World Book Day with many year 7 pupils and staff dressing up in a range of characters. There was a great atmosphere and a chapter of a story by a Cuban author was read at the start of each lesson. Pupils will be receiving World Book Day vouchers in their English lessons. Linked to this is our new library and today will be the first meeting of our lunch time book club which we will be expanding over the coming months.

Next week, reminders about our school mobile phone policy will be going out to all pupils and parents. Mobile phones and the distractions they bring have no place in schools and I want St Regis to be a mobile phone-free environment. Our policy recognises that mobile phone access is needed before and after school but within school, including at social times outside, they are not allowed. Staff will continue to enforce our school expectations and devices will be confiscated if seen. I would ask for your support in this – a focus on learning, positive social interaction, physical exercise and 'screen free time' is essential for young people.

Next week we have our Three Spires Sixth open event where we focus on recruiting current Year 11 pupils into our Post-16 offer at Year 12. This year the event is at St Peter's from 4-7pm on Thursday 12<sup>th</sup> March. We look forward to seeing some of you there.



**Mr Green**  
**Head of School**



**ST REGIS STARS OF  
LAST WEEK!**

**YEAR 7** – Malina H K.

**YEAR 8** – Arjun M.

**YEAR 9** – Sylvie S.

**YEAR 10** – Oraynna A.

**YEAR 11** – Jana A G.



**CHESTER** – David O.

**LICHFIELD** – Diveldy N.

**WORCESTER** – Althiya E.

**HOUSE OF THE WEEK**

**CHESTER!**



Launching on **Monday 2<sup>nd</sup> March**

For the remaining 20 days of term we will be giving away three Easter Eggs each day at  
breaktime in the foyer for our  
**'20 Egg-Cellent Days Prize Raffle'**.

To be in with a chance you will need to fit into one of the three categories from the  
previous day. Each day this will reset to ensure maximum opportunity to win.

**100% Attendance | 100% Behaviour Ratio | Zero Lesson Lates**





**ST REGIS SCHOOL**

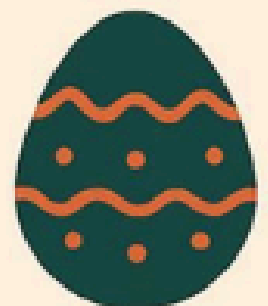
# **EASTER END OF TERM REWARD ACTIVITY**



**WEDNESDAY 25TH MARCH**

**TO BE CONSIDERED, OVER THE NEXT  
THREE WEEKS, STUDENTS MUST  
DEMONSTRATE EXCELLENT:**

- ATTENDANCE & PUNCTUALITY
- BEHAVIOUR RATIO
- ATTITUDE TO LEARNING





# World Book Day!



The **MORE** that you **READ**, the more things you will **KNOW**.  
The **MORE** that you **LEARN**, the more places you'll **GO**.

Staff and students at St Regis enjoyed a fantastic week of literary celebrations to mark English Week and World Book Day. Throughout the week, a range of activities took place including competitions, discussions, shared stories, careers education, writing workshops and quizzes.

The celebrations culminated in our literary extravaganza on Thursday, when many staff and students dressed up as their favourite literary characters to mark World Book Day. From Mr Men to Wicked, and from the Queen of Hearts to Stickman, there truly was something for everyone. It was wonderful to see so many members of the St Regis community getting into the spirit of the day and celebrating the joy of reading together.



# Rugby Academy League Winners



**Our team have been crowned Division 2 Champions, securing promotion to the AOC Premier Championship next season where they will face some of the country's top college programmes.**

**This achievement makes the title even more impressive. We are the only state school in the league, competing against well-established college rugby academies. Our squad is also made up almost entirely of Year 12 students, with only one Year 13, while most other teams are primarily Year 13 squads.**

**To win the division under these circumstances is a huge credit to our students and the Coventry coaching staff, and a real reflection of the culture and standards being built within the academy.**

**We also want to recognise seven St Regis players who represented the academy on a Scotland tour during half term, where they faced Glasgow Warriors and Edinburgh Rugby. St Regis had the highest representation of any school on the tour – a fantastic achievement for the boys involved.**





# Neurodiversity Celebration Week (March 16<sup>th</sup> - March 20<sup>th</sup> 2026)



Neurodiversity Celebration Week is a worldwide initiative that challenges stereotypes and misconceptions about neurological differences.

It aims to transform how neurodivergent individuals are perceived and supported by providing schools with the opportunity to recognise the many skills and talents of neurodivergent individuals, while creating more inclusive and equitable cultures that celebrate differences and empower every individual.



During the week, we have targeted resources available, assemblies, and visitors in school during Wednesday lunch time for our students.

- Outreach offer parent support/workshops which can be accessed by the following link:

<https://www.wolverhampton.gov.uk/education-and-schools/send-early-identification-support-services>

Just click on the label marked 'parent support offer' and a drop-down menu will appear with a number of options.

Workshops can be booked by clicking on the appropriate link.

- Further information on parent workshops can be found using this link:

<https://eequ.org/wolverhamptonoutreachserviceandfamilyhubs>

- The Wolverhampton Educational Psychology department also offer a free thirty-minute parent phone consultation service which can be found using the following link:

<http://www.educationalpsychologywolverhampton.co.uk/parents/remote-consultation-service/index.html>



## New law on AI-generated indecent images: What parents/carers need to know

A new UK law has come into effect making it illegal to create or request the creation of non-consensual (without consent) intimate images using artificial intelligence (AI). This includes images that show individuals in sexualised or nude scenarios without their consent, even if the images are entirely fake. The law specifically targets AI-generated content that could be used to harass, bully or exploit individuals, including children.

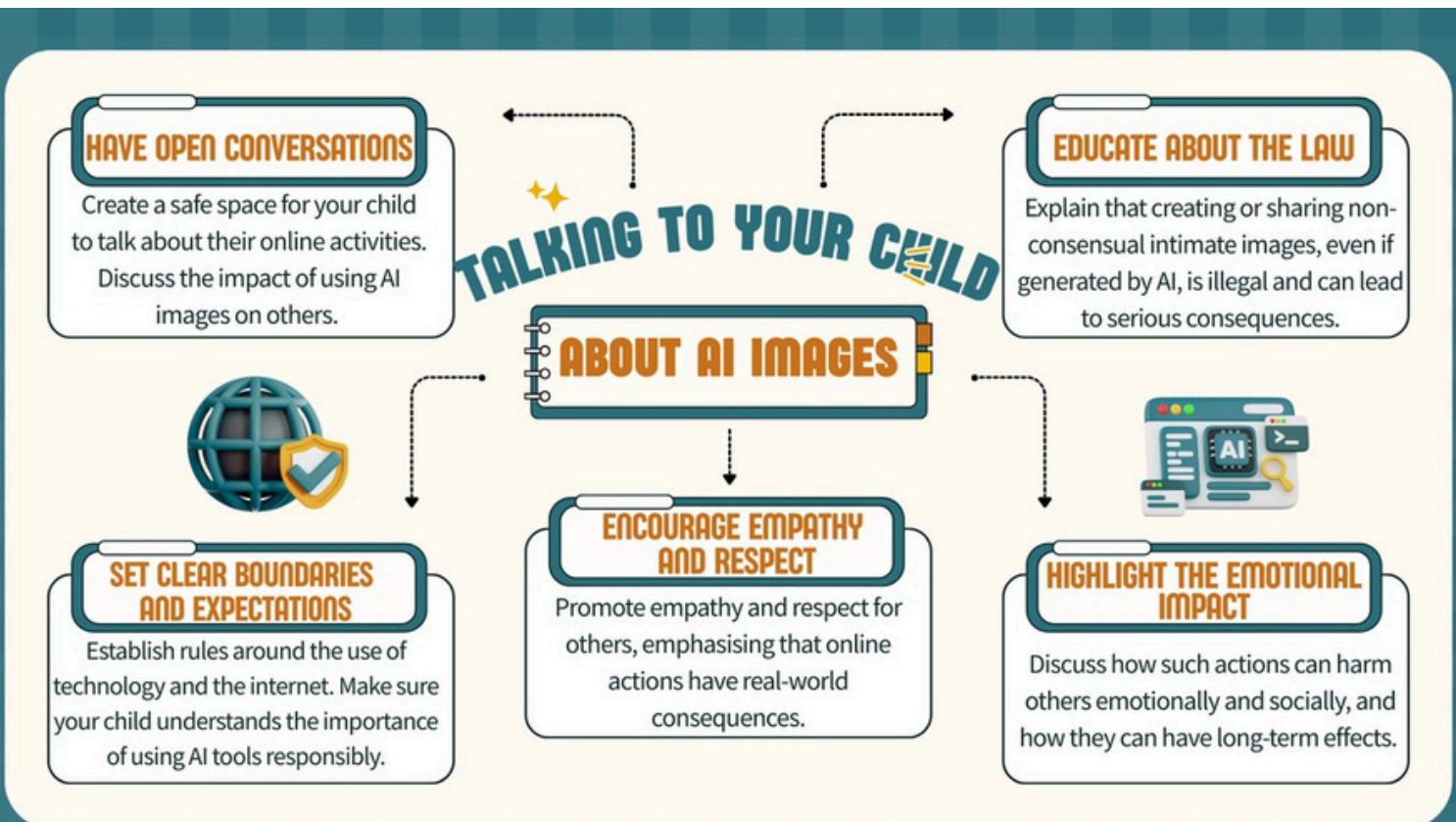
### Why this matters for parents and carers

Today, AI tools are easily accessible for children and there is a growing risk that young people might misuse these technologies to create inappropriate images as pranks or forms of cyberbullying. This can have severe emotional impact on victims and legal consequences for those using the tools. It's crucial for parents and carers to understand these risks and communicate effectively with their children about the responsible use of technology.

It's important to recognise that AI-generated images don't have to be sexual to cause real harm.

Some young people have used AI to create fake images of others in embarrassing or upsetting situations, for example, making it look like someone is crying, failing at something or behaving in a way that could damage their reputation. Even if the image is obviously fake, it can still spread quickly and lead to humiliation, anxiety and social isolation. The emotional impact can be very serious.

Parents and carers should talk to their child about the wider risks of misusing AI, not just the legal side but also how it can hurt people. Encourage your them to think about how they treat others online and to speak to you or a trusted adult if they see or experience image-based bullying. Remind them that creating or sharing fake images to mock or upset someone is not harmless; it can have lasting consequences for everyone involved.



# SPOTLIGHT ON SAFEGUARDING

## Supporting young people in the community: Conversations around carrying knives

Many parents and carers are worried about pressures young people face outside school, including exposure to knife crime, peer pressure to carry weapons and feeling unsafe in their local area. While not every young person is directly affected, many will hear about it through friends, social media or local news. Knowing how to support your child can make a real difference to the choices they make and how safe they feel.

## Understanding why some young people carry knives

Young people rarely carry knives because they want to hurt someone. More often, it is linked to:

- fear of being attacked
- pressure from peers or older young people
- wanting to feel respected or protected
- exposure to violence online or locally
- feeling disconnected from school or community.

Understanding these reasons can help parents/carers focus on support rather than punishment or blame.

## How parents can start conversations

Try to make conversations calm and curious rather than confrontational. You could:

- ask how safe they feel travelling to and from school
- talk about news stories in a neutral way
- ask what young people at school say about safety
- listen fully before responding.

## Helping children handle peer pressure

You can help your child practise:

- ways to say no without losing face
- how to leave situations safely
- who to call if they feel unsafe

planning safe routes and travel with friends.

It can help to agree 'exit plans', for example, a code word they can text if they want you to call them home

## Building protective factors at home

Young people are less likely to get involved in risky situations when they:

- feel listened to and taken seriously
- have trusted adults they can talk to
- feel connected to school, clubs, sports or hobbies
- have clear but fair boundaries
- know how to get help safely.



## Looking for signs a child may need extra support

Possible signs include:

- sudden change in friends
- becoming secretive about where they go
- new expensive items with no explanation
- increased anxiety about leaving the house
- talking about needing protection

These signs do not always mean something serious is happening but they are worth gently exploring.

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.



# From the Chaplain...

As we imagine ourselves in the crowds cheering for Jesus' arrival in Jerusalem, calling him 'King' and 'Messiah,' we are all too aware that the tide of popularity will soon turn and the same people now lost in adulation will cry out for Jesus to be executed whilst a murderer is freed in his place. Jesus is treated like royalty because a growing rumour whispered in the streets has led to a surge of hope that he is indeed the long-awaited Messiah, who will liberate the Jewish people from foreign occupation, overturn unjust regimes and raise up the oppressed. But the freedom Jesus brings does not come in the form the crowds expect; there is no armed uprising, no military coup.

The story invites us to reflect: who do we rally round and build up as the answer to our prayers, the one who will save us from relegation, change our fortunes or turn around a pattern of political and economic decline? Are our expectations of them realistic or are they based on our own hopeful imaginations? And what happens when they inevitably fail to deliver quite what we had in mind, with the integrity we had hoped for and in the way we had dreamed they would? What then?

There is also perhaps a question here about the people we value and the way we treat them. Our worship and providers of thoughts this week have reminded us of the disparity between some of the people we follow and cheer for and the value we might otherwise place on their achievements based on the difference their work has made to humankind. So what is it that we value most in others and do we show this? Who do we treat like royalty and why?

When it comes to God, it doesn't matter whether you are worth billions of pounds or just a few pence by worldly calculations, in God's sight we are all unique and cherished: 'You are precious and honoured in my sight, and I love you,' (Isaiah 43). Perhaps this week we might make a conscious effort to show others, whoever they are, just how much they mean to us.

