

ST REGIS ACADEMY

NEWSLETTER

13th March 2026



FLOURISH

MESSAGE FROM MR GREEN

This week, we have been celebrating our strengths and differences as part of the upcoming Neurodiversity Celebration Week. We want all our pupils to flourish, and the culture of inclusion at St Regis is something we are very proud of.

Staff began the week by reflecting on a quote from Maya Angelou: "In diversity there is beauty and there is strength." It was a fitting reminder that every child brings something unique to our community, and that when we recognise and value those differences, our whole school becomes stronger.

On Wednesday 11th March, we marked Young Carers Awareness Day with a pop-up table in the foyer and visitors from Wolverhampton Carers Team attending over lunchtime. This is all part of the fantastic work of Mrs Thompson, our Young Carer Coordinator, in raising awareness among staff, students, and the community about the challenges faced by young carers.

As we come towards the end of the holy month of Ramadan, we continue to wish our Muslim community 'Eid Mubarak' and continue to support our pupils who are observing Ramadan with a quiet, supervised prayer space and the offer of food bags at the end of the day for pupils to take home - available from the dining hall at 3.20pm.

Next week, our Year 9 pupils have their exams along with Year 11, who have some core mock exams - thank you for your support in encouraging revision and 100% attendance during this time.

A final thank you for your support with our push on being a 'mobile-free environment' at St Regis. We have ensured all pupils follow our policy and form tutors have been discussing the importance of appropriate mobile phone use.



Mr Green
Head of School



**ST REGIS STARS OF
LAST WEEK!**

YEAR 7 – Roopinder K.
YEAR 8 – Logan B.
YEAR 9 – Akshdeep S.
YEAR 10 – Akaljapsimar S.
YEAR 11 – Render O.



CHESTER – Xienna F.
LICHFIELD – Aariz B.
WORCESTER – Akaljapsimar S.
HOUSE OF THE WEEK
CHESTER!



Launching on **Monday 2nd 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

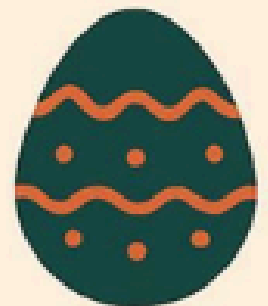
EASTER END OF TERM REWARD ACTIVITY



WEDNESDAY 25TH MARCH

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

- ATTENDANCE & PUNCTUALITY
- BEHAVIOUR RATIO
- ATTITUDE TO LEARNING





SENDcast
PODCAST



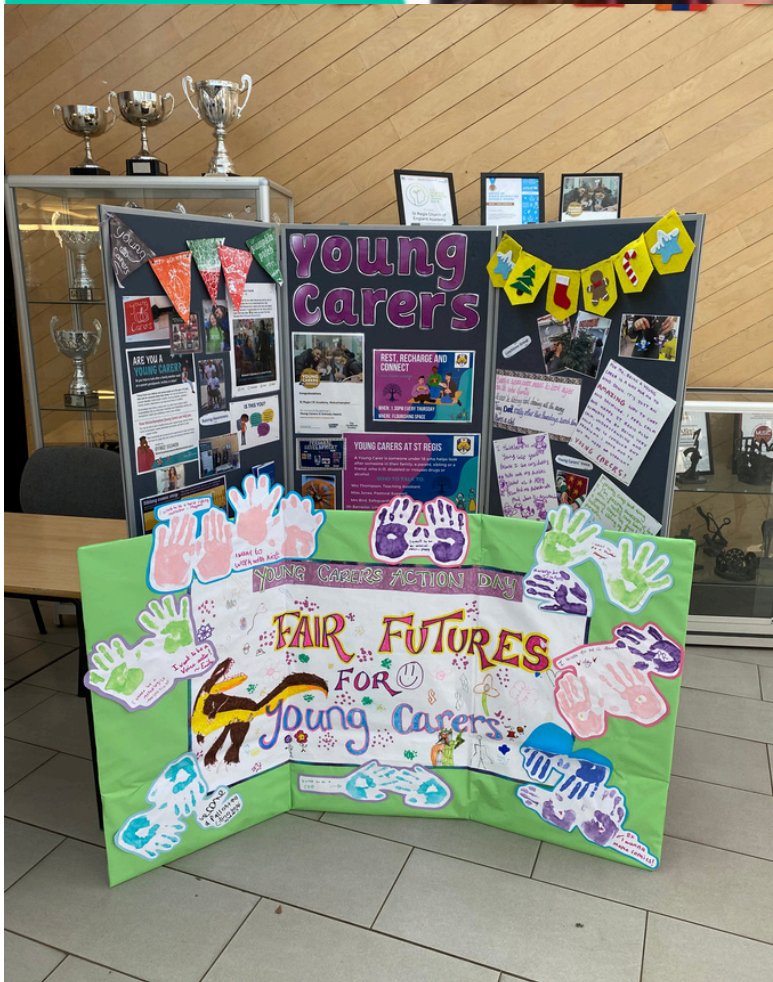
Young Carers: Voices That Matter

with special guest Mrs. Thompson

And St Regis Young Carers



**Available
now
on Spotify,
Apple
Podcasts,
YouTube or
the website**



SENDcast podcast episode Young Carers:

Voices That Matter is now live! Mrs Thompson had the fantastic opportunity to highlight how amazing our St Regis students are and celebrate their voices by giving them a platform to express their feelings and opinions.

Use the link below to listen.



<https://thesendcast.com/young-carers-voices-that-matter/>

St Regis Academy Preloved Prom Wear Event



FRIDAY 20TH MARCH



5:00 PM TO 6:30PM



ST REGIS ACADEMY - MAIN
HALL

FIND YOUR PERFECT PROM LOOK

- PROM DRESSES
- SUITS
- SHOES
- ACCESSORIES





Neurodiversity Celebration Week (March 16th - March 20th 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>

Scan the QR code to book your free space to this event



SEND Wolves Forum (SWF)

Wolverhampton's New Parent Carer Forum.

Official Launch Day

Monday 16th March 2026

at the Life Springs Church Auditorium

34 Clifton Street, Wolverhampton. WV3 0QT

10am til 2pm

Refreshments & light lunch included



SWF

SEND WOLVES FORUM

**Finding strength in
every voice**

Email: info@sendwolvesforum.org

What Parents & Educators Need to Know about

SNAPCHAT

AGE RESTRICTION
13+

Snapchat is a messaging app which allows users to send images, videos and texts to others. Its best-known feature is that anything sent 'disappears' 24 hours after it's been viewed; however, users are known to take screenshots or use another device to obtain a photo of their screen. In 2023, Snapchat added a chatbot function called 'My AI'.

SNAP STREAK

97

DAYS

WHAT ARE THE RISKS?

ARTIFICIAL INTELLIGENCE

My AI is Snapchat's new chatbot, which replies to questions in a human-like manner. However, the software is still in its infancy and has significant drawbacks, such as biased, incorrect or misleading responses. There have already been numerous reports of young users turning to AI for medical help and diagnoses, which could be inaccurate and therefore potentially dangerous.

PREDATORS AND SCAMS

Predators can exploit Snapchat's disappearing messages by, for example, telling a user they have naked photos of them and will post them unless they're paid. Snapchat's own research found that 65% of teenagers had experienced this – on this app or others. This likely isn't helped by 'SnapMaps' – a feature which highlights your exact position in real-time. This is meant to help friends keep track of each other, but could be used for more sinister reasons.

MY EYES ONLY

Snapchat has a hidden photo vault called 'My Eyes Only'. Teens can conceal sensitive photos and videos from parents and carers in this folder, which is protected by a PIN. You can check for this by clicking on the icon which looks like two playing cards. This takes you to the 'Memories' folder which stores photos, stories and the My Eyes Only folder.

SCREEN TIME ADDICTION

Snapchat prioritises user engagement, with features like streaks (messaging the same person every day to build up a high score). The app also has sections called 'Discover' and 'Spotlight', which show tailored content to each user. However, this could also be seen as an attempt to hook users into watching videos endlessly. Furthermore, constant notifications can lure people into using the app.

INAPPROPRIATE CONTENT

Some content on Snapchat simply isn't suitable for children. The hashtags used to group content are determined by the poster, so even an innocent search term could still yield age-inappropriate results. The app's 'disappearing messages' feature also makes it easy for young people to share explicit images on impulse – so sexting continues to be a risk associated with Snapchat.

ONLINE PRESSURES

Although many of Snapchat's filters are designed to entertain or amuse, the 'beautify' effects on photos can set unrealistic body image expectations – creating feelings of inadequacy in younger users. Snapchat now also has 'priority' notifications (which still get displayed even if a device is in 'do not disturb' mode), increasing the pressure on users to log back in and interact.

Advice for Parents & Educators

UTILISE PARENTAL CONTROLS

Snapchat's 'Family Centre' lets you view the details of the child's account – their friends list and who they've spoken to in the last week – and report any concerns. You must invite a child to the Family Centre for them to join. To keep the child's location hidden on the app, go into settings and turn on 'Ghost Mode' and 'Hide Live Location', and ensure they know not to share their location with anyone.

BLOCK AND REPORT

If a stranger *does* connect with a child on Snapchat and begins to make them feel uncomfortable through bullying, pressure to send explicit images or by sending sexual images to them, the child can tap the three dots on that person's profile and report or block them. There are options to state why they're reporting that user – such as annoying or malicious messages, spam or masquerading as someone else.

FAMILIARISE YOURSELF

Before you allow a child to download Snapchat, download it yourself and familiarise yourself with the app. Snapchat has produced a parents' guide to the app to help you understand how it works and any protections they have in place. A link for this can be found in the sources below.

ENCOURAGE OPEN DISCUSSIONS

Snapchat's risks can be easier to handle if you nurture an open dialogue. For example, discuss My AI's responses to questions and how reliable they are. Talk about scams and blackmail before letting children sign up. If they're lured into a scam, encourage them to tell you immediately. Talk openly and non-judgementally about sexting, emphasising its inherent risks. Furthermore, explain how popular 'challenges' on the platform can have harmful consequences.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



#WakeUpWednesday

The National College



SPOTLIGHT ON SAFEGUARDING

WORKING TOGETHER TO KEEP OUR YOUNG PEOPLE SAFE



Secondary | March 2026 In this issue: The law on AI images | Conversations about carrying knives

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.

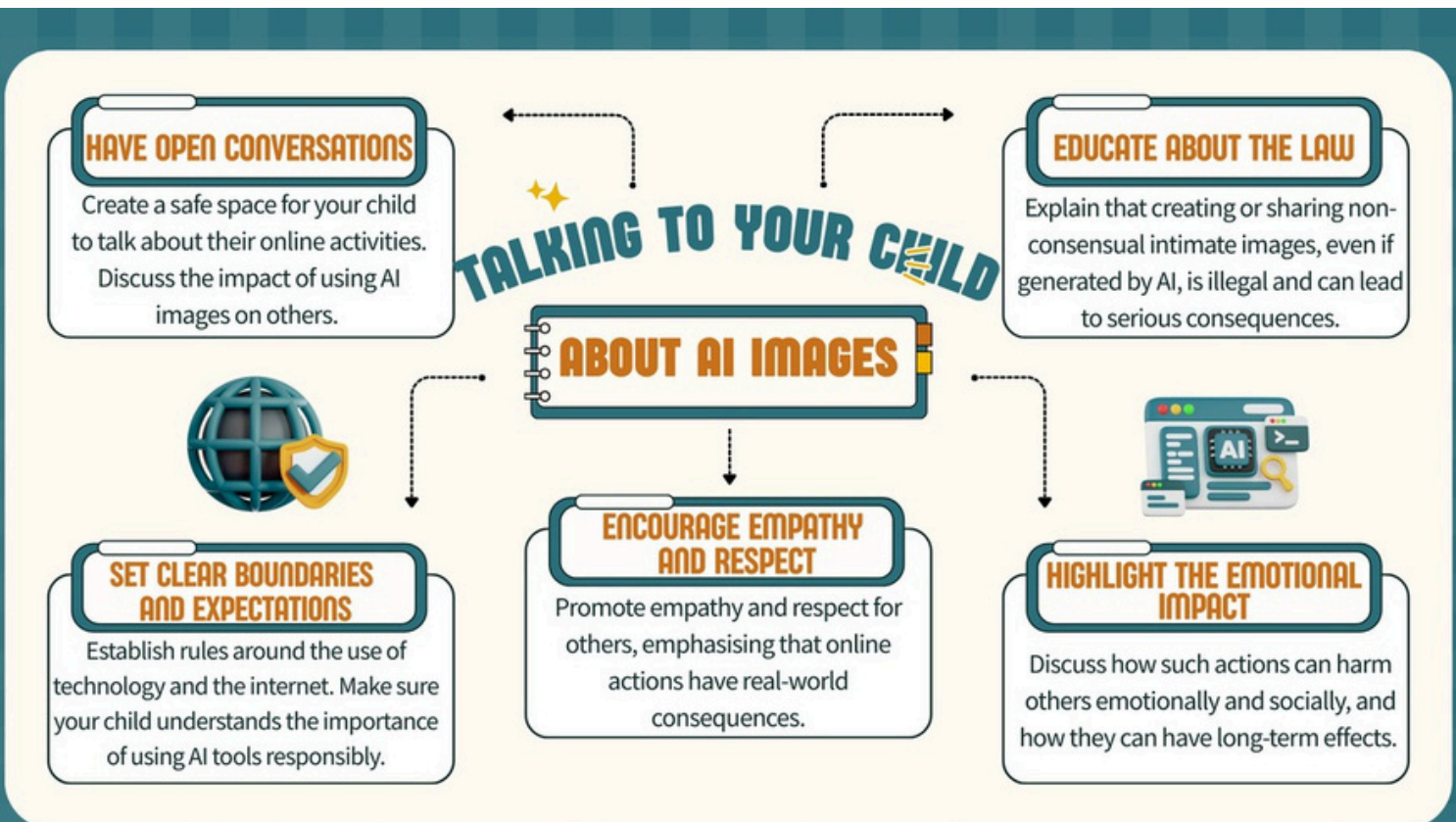
Why this matters for parents and carers

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

From the Chaplain...

Our Bible story this week (John 2: 13-25) shows a different side of Jesus, behaving in a way that at first seems quite out of character. But his anger is not founded on his own hurt ego or pride; he is angry about the disrespect being shown to those going to pray and worship God and that those who have come to offer sacrifices in the temple are being cheated by unscrupulous traders who are prioritising profits above God's desire for justice, mercy and purity of heart.

We all feel angry at times, sometimes over our own hurt pride and egos and sometimes over wider issues of injustice, but I have come across many teenagers who believe it is wrong to be angry. Perhaps we would rather that they know there are healthy and less healthy ways to express our anger. How can we communicate to others just how passionately we might feel about an injustice whilst not coming across as ignorant, overemotional and unreasonable?

Our Year 9 students this week have pointed us to the example of Malala Yousafzai who courageously and respectfully resisted unjust policies, firstly by persisting in going to school and then by consistently speaking up with dignity for the right to education for all people. They have also shared with us the peaceful demonstrations in Minnesota where song was used to invite the authorities to change their minds and to engage in seeking a more collaborative way forwards. Personally I have been learning this week about the growing popularity of 'craftivism' and the gentle, respectful but passionate use of craft to send a meaningful message to those in power.

Jesus didn't avoid debate, by any means, and often showed his disagreement with others in society but he was also very open to hearing other people. Jesus took an interest in the ideas of others and seemed to show a deep understanding of the beliefs (and sometimes misconceptions) behind their behaviour. In fact, it is said that Jesus asked 307 questions through the gospel accounts but only directly answered three, often choosing to answer a question by asking one back. It was in this way, and in the gentle telling of stories which were based on the world around them but contained deeper truths, that Jesus sought to change hearts and minds and transform the world around him.

*Divine Source enabling life,
Creative Spirit permeating the whole creation,
Disturbing Saviour liberating the downtrodden,
we give you praise for your justice-demanding goodness.
You inspire goodness in me and call me to challenge injustice.
I reflect on times when I have done this well...
and times when I have kept quiet...
May you strengthen all who work for your realm here in earth
that together we may be part of your transformation of the world. Amen.
Words by Gary Hopkins, Methodist Church*

