



Inside Kingshurst

“Swashbuckle Cheer” To Be Back!

It was wonderful to both receive the new Year 7 and Year 12 intakes this week in addition to welcoming-back all of our other students for our customary Induction Week, in order to ease them successfully into the start of the new academic year.



The week did not disappoint and included a full range of activities throughout the year groups, including a spot of orienteering, some origami, a retro sports competition (complete with hula hoops and bean-bags), an uplifting session from the new Ethos Team, two educational visits to both Wolverhampton and Coventry University (more about these in the other column) and a motivational careers talk from BBC Presenter, Gemma Hunt (better known as ‘Gem’ from the popular Cbeebies show, Swashbuckle), who was fondly received by our very grown up students who took a moment to reminisce and take part in a ‘Swashbuckle cheer’!

Please find a link to a letter sets out the findings from the Ofsted monitoring inspection visit that took place in June 2025.

[CLICK HERE](#)

‘Jumping’ into Sixth Form Action

For the second year running, Tudor Grange Academy Kingshurst were again, not just the first, but the first and second Trust school to conduct an educational visit this year. The focus of both visits was on providing our Year 12 and Year 13 cohorts with an insight into university life, through conducting a campus visit to both Wolverhampton (Year 12) and Coventry (Year 13) University.

At present around 60% of our Sixth Form students progress on to university following the completion of their A Level or BTEC qualifications and therefore, these visits provide a valuable experience to enable our students to make fully informed decisions about their next steps.



In the case of our students, it also gave them the opportunity to be treated as a fully fledged university student, to take part in a series of masterclasses and even get to sit in the cockpit of a Harrier Jump jet within the Engineering Faculty of Coventry University!

Attendance Support Drop-In Session

Please click on the link to go to the session details for both North and South Solihull on page 2. [CLICK HERE](#)



SPOTLIGHT ON SAFEGUARDING

WORKING TOGETHER TO KEEP OUR YOUNG PEOPLE SAFE

Secondary | September 2025

Please click on the following link to go to [page 3 \(building positive routines\)](#) and [page 4 \(deepfakes\)](#) to read the newsletter.

In this issue:

- Building positive routines
- Deepfakes

Attendance Support

Chloe and Liz will be completing weekly drop in sessions in the north and south of Solihull. They will be offering attendance advice, support and guidance.

Drop in session details:

Tuesday 12-1.30pm @ Elmwood Place

Wednesday 9.30-11.30am @ Monkspath Juniors and Infants School

Located in the bungalow to the left of the school building.

There is no need to make an appointment. Just drop in during the drop in times above.

Does your child worry about going to school?

Do you feel you have tried everything to ensure your child attends school but nothing seems to be working?

Do you feel there has been a relationship breakdown with your child's school?

Do you have general questions around school attendance?

Then please attend one of our drop in sessions for attendance support.

Elmwood Place
37 Burtons Way,
Birmingham
B36 0UG



Monkspath Juniors and Infants
5 Farmhouse Way,
Shirley,
Solihull,

If you have any questions please email attendanceenquiries@solihull.gov.uk



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

Routines aren't about strict rules – they create a supportive structure that helps young people thrive. Clear boundaries and healthy habits help children feel prepared, confident and emotionally supported.

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?



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.