



Inside Kingshurst



Poetry Please

Last term, in the Creative Writing Club, Miss Stone encouraged students to enter a poetry competition as part of the Young Writers competitions linked to the central theme of 'dreams'.

Having submitted some of these poems before Christmas, we have been contacted by the Young Writers team to share the fantastic news that they wish to publish three of the poems authored by our students in their magazine.

Massive congratulations therefore go out to the following three students for this incredible achievement. We look forward to publishing their work in a future issue:

- G. Chapman
- J. Holdsworth
- E. Mistry



Education Record App

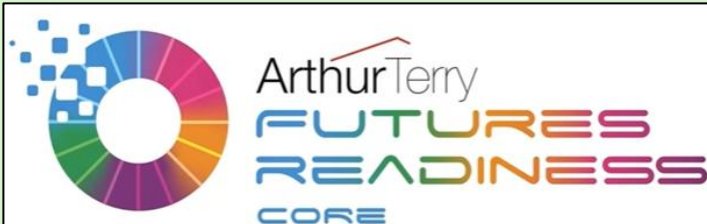
We would like to encourage ALL Year 11 students to download the following (free) **Education Record app** on their Apple or Android device. TGAK is taking part in a Government pilot to digitally share records with Year 11 students for them to have ownership of their data. **More information will follow, after this 'download' phase.**

Futures Readiness Programme on Artificial Intelligence

Thanks to support from Rigby Group, we are pleased to announce a further partnership for the Academy with The Arthur Terry Learning Partnership as part of their 'Futures Readiness' Programme.

This programme is all about the approach and influence of Artificial Intelligence (AI) and has been created by a global leader within this field.

The programme of learning comprises of a number of bitesize sessions lasting approximately 10-15 minutes and published on the online video platform, Vimeo. These sessions differ in content in or order target Key Stage 3 and Key Stage 4/5 students and continue to be updated on an ongoing basis and as of this week, links are now being shared as part of the remote learning work set for students.



Year 11 Period 6 Sessions: Jan 2026

With a new term, comes a new programme of 'Period 6' sessions to support our Year 11 students. Physical copies were handed out during last week's Progress Review evening, however, a further copy of this can be found on page 4 of the newsletter.

[CLICK HERE TO GO TO THE PERIOD 6 TIMETABLE](#)



SPOTLIGHT ON SAFEGUARDING

WORKING TOGETHER TO KEEP OUR YOUNG PEOPLE SAFE

Secondary | January 2026

Please click on the following links to go to the related page from this month's Spotlight on Safeguarding content:

- Com Groups - [CLICK HERE](#)
- Everyday consent - [CLICK HERE](#)

In this issue:

- Com Groups
- Everyday consent



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.



These online networks can sound frightening, but knowledge, awareness and open communication create a powerful first line of defence. By staying connected with your child, being alert for warning signs and building trust and support, you can help protect them from harm.

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



Y11 Period 6 – From Jan 2026

Week 1			
Monday	Tuesday	Thursday	Friday
Art (A025)	History (B108, B110) Psychology (A110) Health (A104) English (A213, A205, A211)	Maths (A309, A304, A311) Science (B022, B028, B106, B020)	BTEC Sport (A108, A106) Geography (A303)
Week 2			
Monday	Tuesday	Thursday	Friday
Art (A025)	History (B108, B110) Health (A104) English (A213, A205, A211)	Maths (A309, A304, A311) Science (B022, B028, B106, B020) Computer Science (A106)	BTEC Sport (A108, A106) Geography (A303)

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Department for Education

Your education record

This information comes from the Department for Education.

Name:
A Name

Unique Learner Number (ULN):
1234567890

[▶ What is your ULN?](#)

Sex:
Sex

Date of birth:
Day Month Year

Address:
A street
A town
A postcode

Qualifications:

Subject	Grade
▶ GCSE in Physics	4
▶ GCSE in Mathematics	5
▶ BTEC in Forestry	P
▶ GCSE in Performing Arts	D
▶ GCSE in Art and Design	6
▶ GCSE in English Literature	3
▶ GCSE in French	3
▶ GCSE in History	4

Schools attended:

School (TERM YEAR- TERM YEAR)

Financial support needs:

Financial support

Learning support needs:

Learning support