



Issue 15
Summer Term 2026

www.jarrowschool.com
0191 4283200

Safeguarding and Child Protection at Jarrow School

Parental Newsletter

Designated Safeguarding Leads

Designated Teacher for Safeguarding and Cared for Children:

Mr A McConway
amcconway@jarrowschool.com

Student Safeguarding Support Manager:

Mrs K Mather
kmather@jarrowschool.com

Safeguarding Assistant:

Mrs M Frame
mframe@jarrowschool.com

Email general safeguarding inquiries to the Safeguarding Team at:
Safeguarding@Jarrowschool.com

Link Governor for Safeguarding and Cared for Children
Mr M Adamson

Other Important People

Head Teacher
Mr P Atkinson

From September 2026:

Head of Year 7
Mr N Whitley

Head of Year 8
Mr M Andres

Head of Year 9
Miss K Surtees

Head of Year 10
Mrs C Coutts

Head of Year 11
Mr M Connolly

Pastoral Leader
Mrs D Lawson

Attendance Lead
Mrs G Mordue

Aspirations and Engagement Head of Year
Mrs A Elgood

School Nursing Service
03003 043029

Safeguarding and promoting the welfare of children

Safeguarding and promoting the welfare of children means:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment, whether that is within or outside the home, including online.
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Acting to enable all children to have the best outcomes.

Supporting our Families through Early Help

Our DSL's can support the whole family, not just students within our school. We usually use something called an Early Help Plan to fully understand the strengths within your family and what areas you would like help with.

An Early Help Plan is consent-based and will be led by the wants and needs of the family. We will work in partnership with parents/carers to make positive changes and improve outcomes for all family members.

Depending on how you would like us to help you, we can link in with various 'experts' to work with certain individuals within the family, or the family as a whole.

The process:

- One of our DSL's would meet with parents/carers to complete an Early Help Assessment. This would help us to understand what is important to you, as a family, what is working well, and which areas you may like support with.
- In partnership with parents/carers, we would agree a support plan, which may include making referrals to other support agencies, changes within school, advice and support or signposting.
- That DSL will remain your link throughout the duration of the plan.
- Parents/carers and all professionals involved in supporting the family would meet every 4-6 weeks to review progress. This allows an opportunity for us all to discuss the positives and also ensures that your family is receiving the support that has been agreed.
- When the family feels that the necessary support is in place and things are improving, the plan will be ended. The DSL in school can continue to be your link for any further support needs or advice.

We can be flexible in fitting around your work commitments or where the assessment or meetings take place. For instance, if there are implications on child care or you just don't feel comfortable coming into school, we can come to you at home or meet somewhere in the community such as a children's centre or a café.

Your information would be confidential and not shared with anyone else in school, without your consent.

Referrals to other support services would also be consent-based, unless a child was deemed at risk of harm or had experienced harm.

If you would like support or to find out more, please contact Mrs Mather on 0191 4283200 or email kmather@jarrowschool.com

Supporting Children who are Victims of Bullying

Definition of bullying

Bullying is a conscious and wilful act of aggression and/or manipulation by one or more people against another person or people. This act may be repetitive, or else the fear of the victim may be that a single act may be repeated. Bullying is an abuse of power by those who carry it out. It may last for a short period or go on for years. It is at times premeditated and often opportunistic: sometimes it is directed mainly towards one victim, and may occur serially or randomly. A bullying incident may be viewed as any incident which is perceived to be bullying by the target and should be treated accordingly

Types of bullying

Physical—e.g. hitting, kicking

Cyber—inappropriate text messages, inappropriate use of email/ social networking sites

Verbal—e.g. name calling, racist/ gender/ homophobic comments

Social/ indirect—e.g. rumours, excluding from play, taking equipment

Cyber bullying

Cyber bullying can include:

- Using a computer, the internet, mobile phone, IPAD, Social Media etc.. to cause hurt to someone
- Sending inappropriate and/or abusive emails or texts
- Circulating photographs against their will
- Trolling
- Stealing and using someone's log in
- Forming social media groups/ hate campaigns against someone
- Using social media to spread rumours

Bullying verses friendship issues

Bullying is often:

- Repeated
- Targeted
- Ongoing without intervention
- Secretive
- Intended to hurt someone
- Serious
- Directed one way

Friendship/ social difficulties are often:

- One-off or low level
- Unintentional
- Caused by boisterous play
- Misperceptions of behaviour from others
- Caused by lack of awareness of social expectations/ boundaries
- Directed from both children who just cannot get along with each other

What are the possible signs that my child is being bullied?

- Increased reports of feeling unwell, lack of appetite etc...
- Loss of interest in activities they previously enjoyed
- Trying to get out of going to school/ truanting
- Staying in bed a lot/ appearing down or withdrawn
- Decline in motivation to complete school work
- Changes in behaviour or mood
- Isolation from peers
- Losing possessions /money/asking for more money
- Disclosure
- Appearing upset or behaving differently after being online

Sometimes there may not be any signs.



Useful Acronyms & Vocabulary

DSL: Designated Safeguarding Lead

SPOC: single Point of Contact (PREVENT) responsible for preventing children being impacted by extremism.

Sexual Violence: incidents such as rape, assault by penetration and sexual assaults.

Sexual Harassment: sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.

Sexting: also known as 'youth produced sexual imagery'

Sexual abuse: being persuaded or forced into undesired sexual activity

Misogyny: feelings of hating women or the belief that men are better than women

Who's who at Jarow School

Mr McConway

Designated Teacher for Safeguarding and Cared for Children

Mrs Mather

DSL, SPOC and Senior Mental Health Lead

Mrs Frame

Deputy DSL

Mr M Adamson

Link Governor for safeguarding and cared for children

Supporting Children who are Victims of Bullying

What can I do if I feel my child is being bullied?

Do	Do not
Talk to your child to ask open questions about their day	Allow your child to stay off school
Keep a diary if they tell you anything that concerns you/ gather evidence e.g. screenshots/ texts	Approach the other children yourself
Speak to your child's Head of Year	Encourage your child to fight back
Stay calm	Ask leading questions
Listen to your child and reassure them that you will support them and school to deal with the issue	Make hasty decisions
Encourage your child to tell a trusted adult in school	Over-react in front of your child

What can I do to help my child deal with conflict?

- Role model positive ways to deal with conflict
- Encourage them to express their feelings verbally
- Boost your child's self-confidence by using praise and positive language and recognising achievements
- Help them to find ways to stay calm/coping strategies
- Ensure they know who they can talk to or go to for support
- Help them build resilience by learning to ignore some behaviours

Jarrow School's anti-bullying aims:

- To promote a secure and happy environment in our community, free from threat, harassment and any type of bullying
- To take positive action to prevent bullying from occurring through developing a positive school ethos, pastoral guidance and social development
- To show commitment to overcoming bullying by practicing zero tolerance
- To inform students and parents of the school's expectations and to foster with them a productive partnership, this helps to maintain a bully-free environment
- To support students in being caring citizens in and out of school
- To ensure that staff are aware of their role in fostering the knowledge and attitudes which will be required to achieve these aims.

Who can support?

- Form Tutor
- Head of Year
- Any Teacher
- A DSL
- Police (in extreme cases)
- Childline (Childline.org)
- 'Act Against Bullying' (Actagainstbullying.org)
- NSPCC (Nspcc.org.uk)

Bullying is a form of child on child abuse. It is something we take very seriously at Jarrow. Please reach out if your child need support.

Teenagers and young adults often take risks around rivers, lakes, canals, reservoirs, quarries and other inland and coastal waters, especially in groups. Most teenagers - especially males - don't fully recognise the risks they're taking.

Risky behaviours teenagers commonly take around open water:

Peer-pressure activities

- Group settings often encourage risk-taking, especially around water
- Teens overestimate their abilities and underestimate hazards

Jumping or diving into unknown water

- Rivers, lakes and canals can hide rocks, sudden drops, debris, or submerged objects such as shopping trolleys and thick weeds that can entangle limbs
- Water may be shallower than expected or contain hazards that can cause serious injury and make it difficult to get out
- This is the **LEADING** cause of spinal injuries and drowning

'Tombstoning' from bridges, walls or jetties

- Popular in warm weather, especially with groups
- Cold water shock, unseen objects below the surface and strong currents all increase risk

Swimming in cold or fast-moving water

- Warm weather doesn't mean warm water - open water stays dangerously cold
- Cold water shock causes an involuntary gasp and loss of breathing control within seconds - even for strong swimmers
- Even confident swimmers can quickly lose strength, control and coordination. Panic makes it worse
- Additional risks:
 - Strong currents increasing that quickly drain energy
 - Weirs, sluices, or lock systems (powerful structures where water flow can trap or pull you under)
 - Difficulty getting out of the water

- Many drowning incidents happen in late spring and summer when these risks are underestimated
- Coastal waters bring additional risks such as tides and rip currents, which can quickly pull even strong swimmers away from shore
- Open water is unpredictable - what you can't see, control, or feel immediately can put you at risk

Drinking alcohol near or in water

- Impairs judgement, balance, and the body's ability to respond
- Often linked with accidental slips, falls, and poor decision making

Using inflatables or makeshift rafts

- Inflatables can blow away or flip
- Improvised rafts can collapse or trap limbs

Running or messing around on slippery banks

- Banks can be unstable or covered in algae
- Falling into deep water often catches teenagers off guard

Swimming near boats or jumping from them

- Risk of propeller injuries, being hit by a vessel, or becoming trapped under pontoons

Entering water to 'rescue' friends

- Many teenage fatalities happen when a friend gets into difficulty, and others jump in
- Panic and cold water shock can overwhelm even strong swimmers, making rescue extremely dangerous without training

Exploring drains, culverts, weirs or restricted areas

This activity is highly dangerous due to:

- Fast flows
- Sudden surges
- Low oxygen levels
- Entrapment hazards

If something goes wrong, remember this:

Stay out of the water yourself

Phone. Float. Throw.

Phone: Call 999 immediately

Float: tell them to float on their back to control breathing

Throw: Throw something that floats (bottle, ball, bag, rescue aid)

For more information and conversation starters, visit www.rlss.org.uk



E-Bikes - The Rules

The Police have made us aware of an increase in the use of e-bike related offences so we want to make sure you are aware of what is and isn't legal:

The Rules

You can ride an electric bike if you're 14 years or over, as long as it is an 'electrically assisted pedal cycle' (EAPC).

You do not need a licence to ride an EAPC and it does not need to be registered, taxed or insured.

When your bike is an EAPC

An EAPC:

- must have pedals that can be used to propel it.
- can have more than 2 wheels, for example a tricycle.
- it can be propelled up to 15.5mph without pedalling but only if it's been approved.
- it's electric motor must have a 'continuous rated power' output of no more than 250 watts.
- you must not be able to propel the bike when it's travelling at more than 15.5 miles per hour.

What your EAPC must show

Markings on the bike must show both:

- the continuous rated power output.
- the bike manufacturer.

It must also show either:

- the battery's voltage.
- the maximum speed the motor can propel the bike.

Where you can ride an EAPC

If your bike is an EAPC then you can ride it on cycle paths and anywhere else pedal bikes are allowed.

You *cannot* ride it on pavements.

When your bike is NOT an EAPC

If your electric bike does not meet the EAPC rules then it's classed as a motorcycle or moped.

Your bike is NOT an EAPC if it:

- can be propelled at more than 15.5 miles per hour (mph) by the motor
- has a continuous rated power output higher than 250 watts
- does not have pedals that can propel it

If your bike is not an EAPC

If your electric bike is not an EAPC it must be registered and taxed.

You need to:

- get a valid driving licence to ride one.
- wear a motorcycle helmet that meets British safety standards.
- insure your vehicle.

Where you can ride if your bike is not an EAPC

If your electric bike is not an EAPC then you:

- can only ride it on the road.
- cannot ride it on cycle tracks or in cycle lanes.

When your electric bike needs vehicle approval

An electric bike must be approved if either:

- it can be propelled up to 15.5mph without pedalling, for example, a 'twist and go.'
- it does not meet the EAPC rules.

The bike should have been approved by the manufacturer or importer before you bought it. If it's been approved, it will be marked with the approval number.

If it has not been approved, you can apply for Motorcycle single vehicle approval.

For more information, visit:

<https://www.gov.uk/electric-bike-rules>

E-Scooters—The Law

Again, there is a significant increase in children and young people using E-scooters within South Tyneside. The Police would like us to challenge some misconceptions and support parents to make informed decisions when considering purchasing an e-scooter for their child.

Currently there is not a specific law for E-scooters, so they are recognised as 'powered transporters'

Given how powered transporters are motorised and designed, they fall within the legal definition of a "motor vehicle". Therefore the laws that apply to motor vehicles, also apply to E-scooters.

It is illegal to use a powered transporter (E-Scooter):

- on a public road without complying with a number of legal requirements, which potential users will find very difficult.
- in spaces that are set aside for use by pedestrians, cyclists, and horse-riders; this includes on the pavement and in cycle lanes.

Any person who uses a privately owned e-scooter on a public road or other prohibited space is committing a criminal offence and can be prosecuted.

It is only legal to use a private e-scooter on private land with the permission of the land owner.

Where can a privately-owned E-Scooter NOT be used?

Pavements and other pedestrian-only areas.

It is an offence to use EE-scooters on the pavement. By section 72, Highway Act 1835 it is an offence to ride on, or to lead or draw a carriage on a pavement. This rule applies to almost all vehicles, with special legal exceptions for mobility scooters and wheelchairs.

In addition, E-scooter are forbidden from using footpaths. A footpath is a public right of way over land which may only be used on foot (as opposed to a bridleway or a carriageway). Mechanically-propelled vehicles are forbidden from using footpaths by section 34 Road Traffic Act 1988.

Cycle lanes, bridleways, and restricted byways

E-scooters are prohibited from using cycle tracks, cycle lanes on roads, or other spaces dedicated to pedal cycle use only (section 21(1), Road Traffic Act 1988). EAPCs and mobility scooters are exempt from this ban.

In addition, E-scooters cannot be used on bridleways or restricted byways (section 34, Road Traffic Act 1988).

Public roads

For motor vehicles to use public roads lawfully, they must meet a number of different requirements. These include insurance; conformity with technical standards and standards of use; payment of vehicle tax, licensing, and registration; driver testing and licensing; and the use of relevant safety equipment.

If the user of a powered transporter (E-scooter) could meet these requirements, it might in principle be lawful for them to use public roads. However, it is likely that they will find it very difficult to comply with all of these requirements, meaning that it would be a criminal offence to use them on the road.

Other spaces

Some of the same restrictions set out above apply to other spaces which are nevertheless accessible to the public, such as car parks, public squares which are not restricted to pedestrian use, privately-owned roads, industrial estates, and university campuses.

There are no statutory restrictions on the use of powered transporters (E-scooters) on private land which is not accessible to the public. The permission of the owner and/or occupier of the land will be required however.

The Law

The potential for people misusing e-scooters will depend of the nature and gravity of the offence. Sentences range from fines and penalty points to disqualification from driving. Those who use e-scooters dangerously or under the influence of drink or drugs can also be convicted of offences leading to imprisonment.

There is no legal age limit for the use of private e-scooters, however current Government-backed E-scooter rental scheme trials (the nearest to use being Newcastle) state that users should be over the age of 16 (the age at which a provisional licence can be granted). E-scooter use within rental schemes is legal within that specific local authority.

Also remember that E-scooters can make children vulnerable to harm through accidents and exploitation! If your child returns home with an e-scooter/ e-bike, which you have not bought them, this should be viewed as a potential flag that they are being exploited. Please speak to a DSL in school for advice and support.

What do we mean by these terms?

Toxic masculinity is a set of harmful beliefs and behaviours rooted in extreme definitions of what 'manliness' should be – for example, not showing weakness. Men and boys can feel pressure to conform to these ideals, which are often shared online and on social media. It doesn't mean that masculinity or being a boy is bad or harmful, however.

Misogyny is when someone hates or has an aversion to women, and shows prejudice towards them. Someone might mistreat women or believe that women are not as important or capable as men

The manosphere is a group of online communities where misogynistic views are shared. These groups discuss 'traditional' masculinity and promote anti-feminist and sexist beliefs. The communities also discuss everyday topics such as gaming, finance and politics.

A lot of these groups use jokes and memes (pictures) to share their views, so it might not be obvious at a glance that they're spreading hateful content.

According to the Children's Society:

- 63% of young men watch 'masculinity influencers' and 54% of boys think that boys have it harder than girls today. These behaviours and attitudes can contribute to misogyny
- 58% of girls and young women have experienced some form of online harassment and 37% have experienced some form of sexual harassment at school

Other Vocabulary you might hear

Incel – short for 'involuntary celibate'. This refers to a man who believes he is unable to form a romantic or sexual relationship with a woman, despite wanting to.

Red pill/ Redpilled – those who have 'taken the red pill' have 'seen the truth' (i.e. they now believe that society treats women too well, and other ideas that undermine equality and fairness between genders).

Pickup artists (PUA) – people who persuade, force or trick women into having sex with them, and claim to be able to teach others to do the same.

The 80/20 rule – a (fake scientific) theory that 80% of women are only attracted to the 'top' 20% of men. This is used to blame women for men's feelings of inadequacy and rejection.

'Chad' and 'Stacy' – used by people in the incel subculture to describe conventionally-attractive men ('Chads') and women ('Stacys').

'Foid'/'femoid' – a derogatory term to refer to women, short for 'female humanoid organism'. It suggests they are inferior to men and sub-human.

Alpha/beta males – the idea that some men ('alphas') are strong leaders who can obtain romantic partners, while others ('betas') are weak, unattractive and inferior, often because they aren't 'manly' enough

Looksmaxxing – an online trend encouraging boys and men to improve their physical appearance to become more 'desirable' based on certain standards of masculinity.

Not everyone uses this type of language, however, so it's important to also be alert to generalisations being made about women and men – for example, statements about how *all* women act, or comments implying that women and men are different species.

Some emojis linked to incel culture are:



Where may your child see this content?

Manosphere content is shared by various influencers across many different online services, including:

- Social media platforms such as TikTok, YouTube, Instagram and Discord
- Podcasting platforms
- Online messaging boards such as 4Chan and Reddit
- Live streaming gaming platforms such as Twitch

Well-known influencers include Andrew Tate, Hamza Ahmed, Harrison Sullivan ('HSTikkyTokky'), and Nicolas Balinzhazy ('Sneako'), but there are many more.

Most social media platforms use algorithms to try to 'guess' what content is most relevant to a user's interests, based on things such as their age, gender and previous search history. This means that it's easy to end up being shown manosphere content, even if you don't actively search for it..

Online Toxic Masculinity

Content from misogynistic influencers will often:

- Be combined with other, less controversial material including fitness and lifestyle advice. This can help attract a wider audience, including children who aren't searching for misogynistic content
- Include step-by-step instructions on how to improve social standing or appearance
- Showcase wealth, luxurious lifestyles and expensive possessions. This makes followers think they can have the same success if they adopt the same beliefs
- Include references to other extreme ideologies, prejudices and conspiracy theories, particularly antisemitism and far-right extremism
- Include references to other extreme ideologies, prejudices and conspiracy theories, particularly antisemitism and far-right extremism

How does this content affect children?

Children, especially boys, might get involved in these online communities as it gives them a sense of self-worth, belonging and security.

They can be strongly influenced, and even radicalised, by what they see.

Manosphere content promotes ideas that men are more important and more powerful than women and that violence against women is acceptable. Following these beliefs can lead to misogynistic behaviour, and violence against women and girls.

This content also promotes unrealistic expectations that can lead to poor self-esteem and mental health issues. It preys on vulnerabilities of boys and young men, especially those related to their appearance, feeling alone and being rejected by women and girls.

What can we do as parents/carers?

We talk about online toxic masculinity in school, however, children are less likely to be vulnerable to this type of content if they are having similar conversations reinforced at home. We recommend you:

- **Read recent news articles** about toxic masculinity and famous influencers, if you're not already familiar with them,
- **Ask your child what they're getting up to online** – show genuine interest, don't judge them or tell them what they should and shouldn't be doing. They're more likely to share if they feel you're interested, rather than trying to check up on them
- **Encourage your child to question what they see online** – a child who is naturally sceptical about what they see online is less likely to be influenced by things that aren't true. Have conversations about why they trust certain influencers and how they can double-check the information they're seeing
- **Have open conversations about toxic masculinity** – don't tell your child how to think, but question their thinking and understanding. Ask if they believe some of the views being shared, such as that women "belong" to men, and how that might make the women in their lives feel, or they themselves feel
- **Be role models** – encourage your child to be open with their emotions. Show respect for women and girls, and encourage your child to model this behaviour. Help your child to find other positive role models online and offline

Pyramid of Sexual Violence

As can be seen by the Pyramid of Sexual Violence, lower-level misogynistic

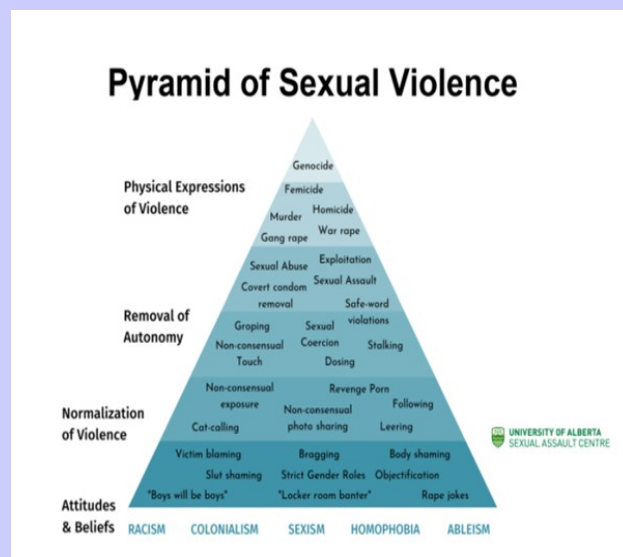
Language/ behaviour, can lead to more severe and violent behaviour if

Un-addressed or supported.

We, in school, take our role in tackling violence against women and girls very seriously. We have a zero- tolerance approach and address concerns through

Open and honest discussion, education and where necessary, sanctions. We work in partnership with other agencies across the public, private and voluntary sector to support our students. SMC lessons, special assemblies and tutor time also aims to provide our students with a well-balanced education in relation to violence against women and girls.

Please reach out to a DSL for a non-judgemental conversation and support if you are worried about your child.



Safeguarding Directory

Families need support from time to time. In addition to reaching out to school, we are lucky enough to have several support agencies within South Tyneside, who work in collaboration with families, to make life a little easier. Please refer to the below agencies and contact details.

Agency	Nature of support	Telephone
Bright Futures	Children at med/high risk of CSE	0191 4551196
CYPS	Tier 3 mental health support for children and young people	0191 5665500
Escape Intervention	Counselling Service and therapeutic group activities	0191 4276353
Healthy Minds Team	Short term school based mental health support for children	0191 5243553
Hebburn Helps	Food Bank	0191 4899707
Way Through	LGBTQ+ support for young people	0191 4661389
ICTS Team	Children's mental health crisis service	0191 5665500
Impact Family Services	Domestic abuse counselling for adults and children	0191 456 7577
South Tyneside Multi-Agency Safeguarding Hub (MASH)	Children's Services referrals	0191 4245010 Out of hours: 0191 4562093
	Adults Let's Talk Team	0191 4246000
The Key Community	Family Mediation and children at risk of homelessness or family intervention	0191 4969710
Lifecycle	Tie 2 mental health support for children and adults	0191 2832937
Matrix	Children's substance misuse support service	0191 4975637
Men's Aid	Support for male victims of domestic abuse	0191 2239986
Police	Non-emergency calls Anti-terror HOTLINE	01661 872555 0800 789321
Restart	Integrated Domestic Abuse Service—for adults and children	0191 424 4399 07977 595 910
School Nursing Service	5-16 health advice	0191 2832189
STDAPP	Support for male perpetrators of domestic abuse	0191 4545335
SURT	Support for child victims of domestic abuse or CSE	07565538165 – Domestic abuse 07907560522 – CSE
Toby Henderson Trust	Autism support pre/post diagnosis	0191 8160550 autismhub@ttht.co.uk
WHIST	Support for vulnerable women	0191 4546959
Young Carers Service	Support for young carers	0191 4543346

For free/ low cost activities for over the summer holidays, visit:

<https://book.plinth.org.uk>

And click 'South Tyneside Holiday Activities and Food Programme'