




Ivybridge Community College Parent and Carer Bulletin


Spring Term II 2025 - Safeguarding and E-Safety

Spring Term II – Welcome to our second Spring Term Safeguarding Bulletin. As we look forward to longer evenings and warmer weather, we look to support Parents/Carers with key safeguarding information


For those that have watched 'Adolescence' on Netflix, you will know that it has just pulled back the curtain on something every parent, educator and mentor needs to know - the hidden language of emojis.


Online, young people are communicating in ways that most adults completely miss. What looks innocent could have a much darker meaning. Here are some of the codes being used:


 Red Pill – "I see the truth." Used in toxic male spaces to mean waking up to supposed hidden 'truths' about women and society, often linked to misogynistic ideologies.


 Blue Pill – Represents those who are "blind to the truth" or still believe in mainstream views about relationships and gender dynamics.


 Dynamite Emoji – An "exploding red pill," meaning someone is a radicalised incel.


 Kidney Bean – A symbol linked to incel culture, sometimes mocking women.


 100 Emoji – Tied to the "80/20 rule," the belief that 80% of women are only attracted to 20% of men.

 Black Hole – Used to express depression, hopelessness, or being sucked into negative online spaces.






 Tornado – Represents chaos or feeling overwhelmed, sometimes used to indicate mental distress.

 Frog Emoji – Associated with alt-right and extremist meme culture, often linked to Pepe the Frog, which has been co-opted by some toxic online groups.

 Eagle – A symbol of extreme nationalism, sometimes used in far-right online spaces.

 Skull – While often just slang for "that's funny" or "I'm dead (from laughing)," in certain groups it can signal darker themes like nihilism or self-harm.

Heart Colours – Not just about love!

-  = Love
-  = Lust
-  = "Are you interested?"
-  = Interested but not in sex
-  = "You'll be okay"

So what should parents/carers do?

- Get Curious, Not Combative – Ask open-ended questions: "I saw something about emojis meaning different things. Have you heard of this?" Keep the conversation light.
- Create a Judgment-Free Zone – If your child feels like they will be punished for opening up, they won't. Make it clear you are there to listen, not just lecture.
- Decode Together – Ask them to explain their digital world. What do the different symbols mean? Who are the influencers they follow? Do not assume - ask.
- Teach Critical Thinking – Help them question online content. "Why do you think some groups push this idea? Who benefits?" Arm them with questions, not just rules.
- Monitor Without Spying – Open conversations work better than secret surveillance. Make checking in on their online spaces a normal part of parenting, not a crisis move.
- Be Real About Manipulation – Explain how toxic online groups groom young people by making them feel special, included, or like they have 'insider knowledge.'
- Build Their Offline Confidence – The more they feel valued and confident in the real world, the less they will seek validation in dangerous online spaces.



Matt Annis
Designated Safeguarding Lead

Support for Examination Stress

In our last newsletter we highlighted support available to students for examination stress. Examinations come with a lot of pressure and can make all of us stressed. It is important to speak out and access the available support, students and parents/carers are not alone and we want to help to manage feelings around examinations.

If you feel that your child needs support to manage their examination stress please make contact with the College at icc@ivybridge.devon.sch.uk. We have excellent support in College available from our Places2Be Counsellor, who can offer support to our students facing the anxiety around examinations. We have also been working with our Mental Health Support Team who will be delivering assemblies later this half term.

As mentioned in the last newsletter, the Finishing Line Strategy at College is a great way for our students to access support and to help them feel prepared. If you have been unable to attend any of the events regarding the Finishing Line Strategy, please click this [link](#) for more information and for contact details.

Please also take a moment to have a look at the support and advice around examination stress and anxiety on the Devon Mind website by clicking this [link](#).

External Support Resources available:

ChildLine: www.childline.org.uk Phone Number: 0800 1111
Young Minds: www.youngminds.org.uk
Samaritans: www.samaritans.org Phone: 116 123

PSHE

The theme for PSHE this half term is 'Relationships'. Please find extra detail regarding the PSHE themes for this half term [here](#)

Year 7	Building Relations <ul style="list-style-type: none"> • Self-esteem • Positive Relationships • Unhealthy Relationships 	 Eleanor Burston PSHE Lead
Year 8	Discrimination <ul style="list-style-type: none"> • Protected Characteristics • Discrimination • Diversity 	
Year 9	Respectful Relationships <ul style="list-style-type: none"> • Family Diversity • Positive Relationships • Managing Conflict and Change 	
Year 10	Addressing Radicalisation and Extremism <ul style="list-style-type: none"> • Respecting Diversity • Radicalisation and Extremism • Managing Online Influence 	
Year 11	Communication in Relationships <ul style="list-style-type: none"> • Communication in Relationships • Harassment and Stalking • Relationship Abuse 	
Year 12	Relationship Safety and Health <ul style="list-style-type: none"> • Online Safety and Relationships • Fertility and Sexual Health • Work Experience – additional lesson added to support securing work experience placements 	
Year 13	<ul style="list-style-type: none"> • Year 13 have concluded their financial education unit and will now begin academic mentoring and independent revision during PSHE lessons. 	

Equality and Diversity

Equality and Diversity Notices

Looking back at Spring Term I:

- All students received a refresher assembly surrounding behaviour, with a focus on hate incidents, anti-discrimination and anti-bullying.
- The student Equality Ambassadors were part of student feedback sessions to support our PSHE and Safeguarding Review.
- LGBT+ History Month was recognised in assemblies in the week commencing Monday, 3 February.

Looking forward to Spring Term II:

- International Women's Day to be celebrated with a Pop-Up stall run by our student Equality Ambassadors on Thursday, 6 March. This is to celebrate influential women alongside handing out free sanitary products to help raise awareness and combat period poverty and stigma.
- Ramadan commences from Friday, 28 February until Sunday, 30 March. Education surrounding this celebration will take place in Assemblies in the week commencing Monday, 3 March. A student group will also be held on Monday, 10 March where Muslim students can connect with one another, share their experiences and feedback to BLL about school support.
- Our Youth Culture Champions student group will begin to support the planning of Culture Fest which is planned to take place in the week commencing Monday, 19 May.



Darby Ball
Equality and Diversity Lead

Vaccinations

For more information regarding vaccinations please visit the following link [here](#)