



WHO TO CONTACT IF YOU HAVE A CONCERN ABOUT A CHILD

If you are worried about a child's safety, please do not hesitate to contact the Designated Safeguarding Lead or Deputies straightaway.

Bedford Borough Integrated Front Door
(children's social services) 01234 718700
Out of hours – 0300 3008123

If a child is in immediate danger, call the Police on 999

Meet the Designated Safeguarding Team:

The Safeguarding Team oversee and coordinate all aspects of the school's work to ensure that children are kept safe

safeguarding@goldington.beds.sch.uk

Designated Safeguarding Lead

Mr Will Atkinson

atkinsonw@goldington.beds.sch.uk

Deputy Designated Safeguarding Lead

Head of Year Seven:

Mrs Anthea Jones

jonesa@goldington.beds.sch.uk

School Safeguarding Governor:

Mr Neil Davies

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Special Educational Needs &/or Disabilities Coordinator:

Miss Claire Johnstone

johnstonec@goldington.beds.sch.uk

Head of Year Eight:

Mrs Louise McCarthy-Gardner

mccarthy-gardnerl@goldington.beds.sch.uk

Head of Year Nine:

Mr Michael Lincoln

lincolnm@goldington.beds.sch.uk

Head of Year Ten:

Mr James Pinkney

pinknevj@goldington.beds.sch.uk

Head of Year Eleven:

Mr Liam Hall

halll@goldington.beds.sch.uk

All can be contacted via the school office on 01234 261516

For a copy of our school's Child Protection Policy, please visit the Safeguarding page on our [school website](#)

Dear Parents/Carers

Welcome to the nineteenth edition of the safeguarding newsletter from the Goldington Academy safeguarding team. Our aim is to bring you all the latest, relevant help and advice on issues that we feel will be of importance to you.

In this issue, the main focus is on **Incel culture** and **toxic masculinity**. We teach a broad and balanced curriculum in school. We teach our pupils about healthy relationships through our Life Skills curriculum and our wider assembly programme.

Safeguarding children is everybody's responsibility. If you have concerns about the safety or welfare of any child, please do not hesitate to speak to a member of staff.

We hope that you will find the information in this newsletter useful. Please do not hesitate to contact us if you require any further information or support with any of the topics raised.

Yours sincerely

Mr W Atkinson

Assistant Headteacher

Designated Safeguarding Lead

Incels

Incel stands for involuntary celibate. This ideology is complex, with many different subcultures, but generally is a group of men who feel they are forced to be celibate due to women denying them sex that they feel is owed to them. It originates from a website that was set up by a woman in the 1990s as a supportive place for people who found it difficult to gain sexual experience.

Since then, incel communities have become a place filled with hatred and misogyny. Young boys who feel isolated, rejected and ostracised are particularly vulnerable. The incel community online offers a place to be accepted into a group, with older members of the community often recognising and preying on this vulnerability. Incel groups use memes, slang and jokes that appeal to younger audiences, as well as creating a kind of secret language between themselves, emphasising the 'us' against 'them' sense of community.

For some, their induction into the world of 'inceldom' may begin innocently. They could stumble into it through searching for relationship advice or information about what to do when you are lonely. Find out further information and guidance here:

[Incels: The Worrying Rise of an Online Subculture - Ineqe Safeguarding Group](#)

Toxic masculinity

'Toxic masculinity' is a popular term for stereotypically male behaviours that are harmful to young men, adult men and society as a whole. The recent Netflix show "Adolescence" highlighted the real-life consequences for boys and young men who fall foul of toxic masculinity.

The term 'toxic masculinity' has been around for a long time. It refers to the pressure on men to think they need to have a strong physique, hide their emotions and act in an aggressively dominant way in order to be seen as a 'real man'.

Toxic masculinity is evident in advertising, pop culture, and now toxic imagery is more accessible to young people than ever before through social media. Anyone can post anything and anyone can comment. Young men are constantly confronted by toxic male culture and images of what it is to 'be a man'.

Controversial TikTok influencer Andrew Tate has risen to fame through promoting misogynistic ideas. His videos promote 'hypermasculine' traits, such as fast cars, guns, working out and cigar smoking. Even more worrying are his beliefs that a woman's place is in the home and that women should not be equal to men. These gender stereotypes influence teenage boys and their outlook on life negatively and dangerously.

For more information, please see:

[Toxic Masculinity And Mental Health | Real Stories | YoungMinds](#)

What parents & educators need to know about social pressures: friends & followers

<https://nationalcollege.com/guides/social-pressures-linked-to-friends-and-followers>

The whole concept of social media relies on users having friends or followers (or both). 'Friends' tend to be those with whom users will share their own personal profile. It is usually a mutual relationship with both parties able to engage and interact with everything their friends post online. 'Followers', on the other hand, are typically one-way relationships and, dependent on the platform, only have access to certain aspects of an individual's profile, such as their content feed. A common trait which often exists between the two, however, is the user's desire to gather as many friends or followers as possible.

In this guide, you will find tips on avoiding potential risks such as fake friends, friend envy and being followed by strangers.

<http://nationalonlinesafety.com/enrol/goldington-academy>

Once you have registered, you will be able to access the "Online Safety for Parents and Carers course" and National Online Safety's Resources (which includes a wide range of online platform guides on the latest social media channels and games). This aims to help empower parents with the knowledge to protect their children from the dangers of the internet.

Early Help Service

The Early Help service is made up of six Early Help professionals who support schools to co-ordinate early help for pupils and their families. The Early Help service includes the following teams:

- Adolescent response team
- Early Help Hub
- Education Welfare
- Family Information Service
- Family Support Hub
- Inclusion Support
- Parenting Team
- Strengthening Families Team

For further information, please visit [Early Help Assessment - Overview | Bedford Borough Council](#) or speak to any member of the school's safeguarding team.