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wqe | Wyggeston & Queen Elizabeth I College

SAFEGUARDING NEWSLETTER

RECENT TALKING POINT: THE MANOSPHERE

You may have seen recently that there has been a lot of conversation about 'the manosphere' since the release of Louis Theroux's latest Netflix documentary, *Inside the Manosphere*. Theroux's documentary explores the world of extremist influencers and how they are influencing young males.

The manosphere is defined as: **an international collection of online communities including websites, forums, blogs, and social media accounts that discuss the issues relating to men, masculinity and men's role in society.** As popularity of these communities has grown, so has the rise of extremely **misogynistic content** that is consumed on forums which have become dominated by sexist, anti-women, anti-feminist, and misogynistic views – **often justifying or promoting violence** (*Educate Against Hate, November 2025*).



Theroux interviews some of the leading social media influencers and podcasters who spread controversial ideas, including Sneako, Ed Matthews and HSTikkyTokky.

Ross Kemp has also been delving into the manosphere in his documentary *Lost Boys, Deadly Men*.

According to the National Police Chiefs' Council, violence against women and girls is considered a national emergency in the UK. Please see some statistics below:

A WOMAN IS KILLED BY A MAN EVERY 3 DAYS IN THE UK.

VIOLENCE AGAINST WOMEN AND GIRLS MAKES UP JUST UNDER 20% OF ALL RECORDED CRIME IN ENGLAND AND WALES.

IN THE YEAR ENDING MARCH 2023, POLICE RECORDED 103,135 RAPE AND SERIOUS SEXUAL OFFENCES.

WORKING TOGETHER TO SAFEGUARD CHILDREN - MARCH 2026 UPDATE

'Working Together to Safeguard Children' is statutory guidance, issued by the Government, about multi-agency working to help, support and protect children. On 18th March 2026, updated guidance was published. Please find a summary below.

Chapter 1: A Shared Responsibility

Expectations have been reinforced for leaders to foster inclusive, anti-discriminatory cultures, and for practitioners to challenge racism and discrimination. Guidance has also been strengthened on key harms, including abusive and coercive relationships, child sexual abuse and teenage relationship abuse.

Chapter 2: Multi-Agency Safeguarding Arrangements (MASA)

They have clarified MASA responsibilities for looked-after children, strengthened accountability, inspection arrangements, data sharing, and analysis of disproportionality and racism. Annual reports must now clearly demonstrate impact on children and families.

Chapter 3: Providing help, support and protection

The chapter sets out a more joined-up family help offer, combining early help and section 17 support, with consistent practitioner relationships and a multi-disciplinary family help plan. Expectations for anti-racist, anti-discriminatory practice are strengthened, alongside expanded guidance on domestic abuse, child sexual abuse, infant abuse, honour-based abuse, online harms, and group-based exploitation. Section 47 requirements are reinforced, with robust multi-agency assessments, direct work with children, and clearer links between safeguarding, child protection, and existing family help or care plans.

Chapter 4: organisational responsibilities

This chapter clarifies the vulnerability of looked after children in certain settings and reinforces the link between care planning and child protection planning. They have emphasised the local authority's duty to ensure support and protection through the care plan and highlighted risks such as sexual exploitation. A new paragraph addresses risks in residential settings.

Chapter 5: Learning from serious child safeguarding incidents

The chapter has been strengthened to clarify how and when safeguarding partners must make timely, accurate notifications and engage in learning. It confirms notifications must include all children involved, even where names are unknown, and consider the wider context. Guidance is provided on notifying the deaths of care leavers up to 24, and cases where abuse occurred in childhood but was not known at the time. The chapter clarifies national and local review processes, strengthens expectations for learning from non-notifiable incidents, allows exceptional sharing of rapid reviews with government, and updates the rapid review timeline to 15 working days.

[CLICK HERE TO VIEW THE FULL DOCUMENT OR SCAN THE QR CODE.](#)



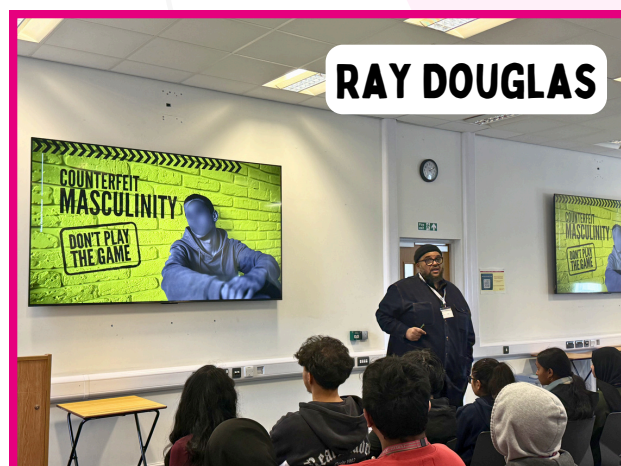
PREVENT EVENT 2026

Leicester Prevent
YOUNG LEADERS

On Tuesday 10th March, we were joined by three outstanding guest speakers who came to talk to the college community about their experiences related to violence and extremism.

Ray Douglas, John North and **Darryn Frost** delivered powerful presentations about the importance of diversity, tolerance, respect, and being willing to engage in discussion with openness and curiosity, even where the content or circumstances may be challenging.

Ray Douglas is a highly sought-after trainer, curriculum developer, author, and social entrepreneur known for his intervention programs tackling youth conflict and violence. He runs the "Minus Violence" programme, and his work is often mentioned in discussions around the government's Prevent strategy. Ray spoke to students about extremism, 'toxic masculinity' and the importance of thinking critically about the media we consume.



Darryn Frost was labelled the 'narwhal tusk hero' after he confronted the attacker during the 2019 London Bridge terror attack. Subsequently, Darryn received the Queen's Gallantry Medal for exemplary bravery. He spoke to students about growing up during Apartheid in South Africa and working in prisons in the UK, and how his experiences shaped his actions during the London Bridge attack.

John North was recruited to join a far-right extremist group in 2015 and spent lots of time sharing his views online. This escalated until he started to attend EDL and Britain First demonstrations. John was eventually referred to Prevent and now travels around the country to raise awareness of the dangers of far-right extremism. John spoke to students about the origins of far-right extremism and how he came to be a part of it, before receiving support.

Our Prevent Young Leaders showed great student leadership by introducing each guest speaker and asking thought-provoking questions to delve deeper into the topics.

Exams can be a challenging time, and the pressure to do well can feel overwhelming, especially if you're feeling pressure from school or family.

It's perfectly normal to feel worried about your exams, but it's important that you find ways to manage your worries.

We've shared some advice below.



Recognise when you're stressed

Think about what signs tell you are stressed - perhaps you find you have a racing heart, or find it difficult to sleep - these are perfectly normal responses. Know the signs so you recognise when you're struggling.



Create a daily timetable

Create a plan and be realistic about what you can achieve each day. Planning your revision time will help you know what you want to study when, which can make revision seem less overwhelming.



Play to your strengths

Not everyone learns the same way, so consider your strengths and how you learn best. You may prefer to read, watch videos, draw diagrams, write lots of notes... Find what works best for you.



Ask for help

Let your family, friends, and teachers know if you are struggling so that they can support you. If you're feeling overwhelmed and need to talk:

- Text CONNECT to 85258 for free to speak to Shout
- Call 0800 1111 to speak to Childline, or visit [childline.org.uk](https://www.childline.org.uk) for their free online chat
- Visit place2be.org.uk/help for more advice



Know the signs of stress

What signs tell you that you are stressed?

- Perhaps you do certain things (shop, eat, sleep, study more, don't study)
- Perhaps you think certain things (catastrophise, "I can't do this")
- Perhaps you feel certain ways (grumpy, sad, hopeless, helpless)



Develop coping strategies

There are different ways you can calm your body's stress response. Look online for guided breathing exercises or relaxation techniques (we love these [relaxation techniques from NHS Scotland](#))



Take regular breaks

Make sure you take regular breaks, as your brain cannot concentrate for hours at a time. If you can, use breaks as an opportunity to go outside, exercise, or spend time with family and friends.



Keep things in perspective

Remember that there's more to life than your grades. Exams are only a small part of the picture, and your results don't define who you are.



WE WANT YOUR FEEDBACK!

As we continue to develop our Safeguarding Newsletter, we are keen to hear your thoughts. Please scan the QR code to the right, or click on the image to the left to access the feedback form.

