

Ref: DW/KH
Date: 24 April 2026

Dear Parents and Carers,

I am writing to you to address a matter of **significant importance** to our school community.

Our school is an alternative setting designed to support young people who may have faced difficult experiences and have found it hard to manage their emotions or behaviour in mainstream schools. We focus on building positive relationships, understanding the impact of trauma, and believing in every child's ability to learn and develop when they are given the right help, structure, and clear boundaries. At the same time, we are clear that **everyone** in our school community must be treated fairly, with respect, and kept safe at all times.

Misogyny and Discriminatory Behaviour

We have recently observed multiple instances of misogyny and misogynistic behaviours directed towards members of staff. This includes language, comments, attitudes, or actions that demean, intimidate or discriminate against individuals because they are women.

This behaviour will not be tolerated in our school.

Misogyny is a form of **discriminatory behaviour**. In the same way that racism, homophobia, religious discrimination or prejudice related to disability is unacceptable, misogyny is equally serious. Such behaviour can escalate and, if left unchallenged, may contribute to wider societal harm. In some circumstances, misogynistic behaviour meets the threshold of a recorded **hate incident** or **criminal offence** under the law.

To ignore or minimise this behaviour would be to miss a crucial opportunity to intervene early and to support our young people to make safer, more respectful choices before they move on into wider society.

Our Response

In line with our trauma-informed approach, responses will be clear, consistent and focused on accountability, reflection and change. Our response will be as follows:

Step One: Immediate Address by Senior Leadership

Any instance of misogynistic or discriminatory behaviour will be directly addressed by a senior leader. This will include clear explanation of why the behaviour is harmful, unacceptable and discriminatory.

Step Two: Parental / Carer Involvement

If there is a further instance, parents or carers will be expected to work in partnership with the school to address the behaviour. This may include meetings, agreed actions, and engagement with external support.

Step Three: Escalation to the Police for Advice or Action

If there is a continued pattern of misogynistic behaviour, or if parents or carers are not supportive of the school's actions to address the discriminatory behaviour, the school will escalate the response. This may include a referral to Prevent or other safeguarding pathways where there are concerns about radicalised, entrenched, or persistent hateful beliefs. We will not tolerate persistent examples of these behaviours.

These steps are not taken lightly. They reflect our duty to safeguard staff and students, uphold the law, and challenge harmful beliefs before they become more deeply ingrained.

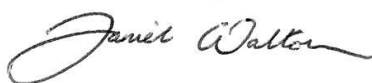
Working Together to Support Change

We firmly believe that most young people can change their behaviour when supported appropriately. We ask parents and carers to work with us in reinforcing the message that misogyny, like any form of discrimination, is unacceptable. **Please see the Parent Carer Guide to Tackling Misogyny and Sexism on the next page.**

We are committed to working collaboratively with families wherever possible. At the same time, our position is clear: **misogyny, like any other form of discriminatory behaviour, has no place in our school.**

Thank you for taking the time to read this letter and for your continued support. If you would like to discuss this further, please contact the school to arrange a meeting with a member of the senior leadership team.

Yours sincerely



Daniel Walton
Headteacher

Empowering Your Child: A Parental Guide to Tackling Misogyny and Sexism

Understanding the Language



Misogyny

Defined as the dislike of, contempt for, or ingrained prejudice against women.



Sexism

Prejudice, stereotyping, or discrimination, typically against women, based on their sex.

The "Normalisation" Trap

Harmful sexual behaviours and sexist name-calling are so frequent that many children consider them a normal part of school life and see no point in reporting them.



The Digital Influence



Targeting Insecurities

Online influencers often target young people's vulnerabilities regarding body image, agency, financial success, and social status.



Permissive Narratives

Problematic online content can make discriminatory behaviours, victim-blaming, and relationship abuse seem acceptable or "permissive."



Social Media as a Primary Source

Many young people turn to social media for information on relationships and sex because they feel school-based education is "too little, too late."

Impact at Home and School



Normalising Harmful 'Jokes'

Casual sexist language associates negative traits with femininity and fuels narrow, harmful ideas of masculinity.

Learning to 'Take Up Less Space'

Constant harassment can damage girls' confidence, leading them to position themselves at the edges of physical spaces to avoid unwanted attention.



Relationship Strain

When these topics are raised, children—particularly boys—may initially feel defensive or cynical if they feel unfairly targeted by the discussion.



The Parental Toolkit



Foster Open Communication

Create a non-judgemental "safe space" where children feel they can discuss sensitive topics without being dismissed or shamed.

Develop Digital Literacy

Teach children to think critically about the influencers they follow and the underlying messages regarding power, gender, and respect.



Empower 'Bystander Intervention'

Teach children that they have the power to shift social norms by supportively challenging harmful behaviour when they observe it, provided it is safe to do so.

Partnering with the School



The 'Whole School Approach'

A framework where sex equality is guided by policy and involves all members: staff, students, governors, and parents.

Know Your DSL

Parents should know how to contact the school's Designated Safeguarding Lead (DSL) to raise concerns or report incidents.



Assume it is Happening

Guidance suggests schools and parents should act as though sexual harassment is occurring even if there are no specific reports, as under-reporting is extremely high.