Waterfront UTC

Anti-Bullying Policy

Policy Scope:	Waterfront UTC
Responsibility:	Local Governing Body
Date Adopted:	July 2026
Review Frequency:	Yearly
Review Date:	July 2027

Document Management Information

Applicable to:	All staff and pupils at Waterfront UTC.
Dissemination:	The document will be available to staff via the Academy's Policy Centre on the shared area of the IT system. The document will also be published and shared electronically within the school.
Training:	On request
Review frequency:	The document will be reviewed yearly.
Policy Author:	Mr W. Webb, Assistant Principal
Policy Owner:	Mr W. Webb, Assistant Principal
Approval by:	Local Academy Board / Principal
Approval Date:	July 2026
New Review Date:	July 2027

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1 Introduction and General Principles

1.1 Waterfront UTC (School)'s behaviour strategy is aimed at creating a culture with high expectations of behaviour and establishing calm, safe and supportive environments conducive to learning across the School. Good behaviour and self-discipline lead to effective learning and helps prepare children and young people for work and life beyond our School.

It is the responsibility of the School to provide students with a high-quality education, and to prepare them for life beyond the School gates. As such, it is vital that we help our students to understand the fundamental relationship between actions and consequences. Positive actions result in rewards; negative actions result in sanctions. This Policy clearly sets out our expectations for student relating to bullying in all its forms at Waterfront UTC, and the consequences of negative behaviours.

1.2 To achieve this, we have clear rules and routines to ensure that all students reach their potential academically and are successful in social situations. Our core beliefs are "Provide a safe environment for everyone. Endeavor to create a culture of dignity, respect and trust. Engender professionalism and leadership to make a positive difference. Inspire and motivate to achieve enduring excellence", these are achieved through our four core pillars which underpin the culture we endeavour to create. These are:

- Professional - through behaviour and through interaction with others
- Inquisitive - in our learning to stretch and further develop
- Engaged - in a curriculum that broadens opportunities
- Resilient - when overcoming challenges to help succeed

1.3 These pillars are interwoven through the School and ensure our core beliefs are delivered and equips students for their future and supports them in understanding how to make the right choices around their behaviour throughout their lives. Student behaviour is a product of a variety of influences including their relationship with themselves, their relationship with others and their relationship with the curriculum. Codes of conduct apply before, during and after the School day. They set behaviour expectations for the classrooms, the corridors, break time and lunchtime as well as the journey to and from School.

1.4 This policy outlines the high behavioural standards we expect from all our students and the support and interventions used to address poor behaviour, and sets out the sanctions that will follow if this policy is not adhered to. This policy should be read in conjunction with the School's Exclusion Policy, Behaviour/Student Discipline Policy, Special Educational Needs & Disability (SEND) Policy and Child Protection Policy, all of which can be found on the School's website. It will be reviewed annually.

1.5 In education law and this policy, a 'parent' is a biological or adoptive parent of a pupil (irrespective of whether they have care of, contact with or parental responsibility for the pupil), along with other persons who are not the biological or adoptive parent of the pupil, but who have care of and/or parental responsibility for the pupil.

2 Our school community

2.1 Regularly review, monitor and evaluate our Anti-Bullying Policy and related practices to ensure they remain effective and responsive to the needs of our school community.

2.2 Support all staff in promoting positive relationships, mutual respect and a culture that actively prevents bullying.

2.3 Take prompt, appropriate and proportionate action to identify, challenge and address any incidents of bullying behaviour.

2.4 Ensure that all pupils understand that bullying concerns will be taken seriously, investigated sensitively and addressed effectively, enabling all pupils to feel safe and supported in their learning environment and that pupils abide by the antibullying policy.

2.5 Expect all members of the school community to contribute to upholding the principles and expectations outlined within this Anti-Bullying Policy.

2.6 Maintain open and constructive communication with parents and carers, ensuring that concerns relating to bullying are addressed promptly and appropriately.

2.7 Continuously seek to strengthen our practice by drawing upon recognised examples of effective anti-bullying strategies and approaches.

2.8 Work collaboratively with the Local Authority and other relevant agencies and organisations to support the prevention of, and response to, bullying where appropriate.

3 Definition of bullying

3.1 Bullying is behaviour by an individual or group that causes physical, emotional or psychological harm to another person. It is typically characterised by a pattern of repeated behaviour over time and may involve an imbalance of power between those involved. Bullying may be demonstrated through both overt and covert behaviours, including actions that are obvious and direct, as well as those that are subtle, concealed or indirect.

3.2 Bullying can take many forms, including but not limited to:

- Name-calling, taunting, mocking and the use of offensive or discriminatory language.
- Physical aggression, such as hitting, kicking, pushing or damaging property.
- Theft of, or interference with, personal belongings.
- The creation or display of offensive graffiti or written material.
- Social exclusion, isolation or the deliberate exclusion of an individual from groups or activities.
- The spreading of malicious, hurtful or false rumours, either in person or online.

3.3 Bullying may also occur through the use of digital technologies, commonly referred to as **cyberbullying**. This includes the use of mobile phones, text messages, instant messaging platforms, websites, social media platforms, gaming platforms and other online applications to intimidate, harass, threaten, humiliate or harm others. Examples include sending inappropriate messages, sharing offensive content, and distributing degrading images or videos.

3.4 The school recognises the increasing risks posed by emerging technologies. Cyberbullying therefore includes the creation, sharing or distribution of manipulated, copied or AI-generated images, videos, audio recordings, social media profiles, accounts, posts or other digital

content intended to cause harm, distress, embarrassment or reputational damage to another individual.

3.5 Bullying in any form is unacceptable and will be addressed promptly, fairly and consistently in accordance with this policy.

4 Forms of bullying covered by this Policy

4.1 Bullying can affect any individual, regardless of their age, background, ability or personal circumstances. Waterfront UTC is committed to preventing and addressing all forms of bullying. This policy applies to, but is not limited to, the following:

- Bullying motivated by race, ethnicity, religion, belief, culture or nationality.
- Bullying related to Special Educational Needs and Disabilities (SEND), including perceived differences in learning, communication or physical ability.
- Bullying based on appearance, body image, disability, medical conditions, mental health needs or other personal characteristics.
- Bullying related to sexual orientation, including homophobic language, behaviour or harassment.
- Bullying directed towards young carers, children in care, looked after children, or pupils whose family or home circumstances may make them vulnerable.
- Sexist, sexual, misogynistic, gender-based or transphobic bullying, including unwanted comments, behaviour or harassment.
- Social bullying, including deliberate exclusion, isolation, the manipulation of friendships and relationships, spreading rumours, public humiliation, or encouraging others to reject or avoid an individual.
- Psychological or emotional bullying, including intimidation, coercion, threats, gaslighting, persistent criticism, deliberate embarrassment, or behaviour intended to undermine an individual's confidence, wellbeing or sense of self-worth.
- Online or cyberbullying, including the misuse of technology, social media platforms, messaging services, gaming platforms, websites and artificial intelligence (AI) tools to intimidate, threaten, humiliate, exclude or harm others. This includes the creation, sharing or distribution of fake, manipulated or AI-generated content intended to cause distress or reputational harm.

4.2 The school recognises that bullying may involve more than one of the characteristics or behaviours outlined above. All reports of bullying will be taken seriously and investigated thoroughly, with appropriate action taken to safeguard those affected and address the behaviour of those responsible.

5 Preventing, identifying and responding to bullying

5.1 Waterfront UTC is committed to creating a safe, inclusive and respectful environment in which all members of the school community can thrive. To support this commitment, we will:

- Foster and maintain an inclusive culture that promotes mutual respect, kindness, tolerance and consideration for others, and which is actively upheld by all members of the school community.
- Work collaboratively with staff, parents, carers and external agencies to identify, prevent and address all forms of bullying, including prejudice-based and discriminatory behaviours.
- Provide structured opportunities for pupils to develop their social, emotional and interpersonal skills, including resilience, empathy, self-awareness and respectful communication.

- Recognise that bullying can be experienced or perpetrated by any individual within the school community, including peer-on-peer abuse and incidents involving adults.
- Ensure that pupils, staff and parents/carers have access to a range of accessible and effective reporting routes, support mechanisms and sources of guidance.
- Challenge attitudes, behaviours and practices that fail to reflect the school's values of equality, inclusion, non-discrimination and respect.
- Embed anti-bullying education throughout the curriculum and wider school life, including through assemblies, company time programmes (PSHRE), displays, student leadership initiatives, peer mentoring and student voice activities.
- Regularly review and adapt our approaches in response to emerging trends, technological developments and safeguarding concerns, ensuring that all members of the school community receive current guidance on responsible and positive online behaviour.
- Provide training and support for all staff, including teaching, pastoral, support and leadership staff, enabling them to identify, record, report and respond effectively to all forms of bullying.
- Proactively monitor, gather and analyse information relating to bullying concerns and incidents in order to identify patterns, inform strategic planning and strengthen preventative measures.
- Take prompt, proportionate and appropriate action in response to all reported incidents of bullying, including those occurring beyond the school site where they involve or impact upon members of the school community, such as on school transport, during educational visits or through online activity.
- Establish and promote safe, trusted spaces where vulnerable pupils can seek support, guidance and protection.
- Utilise a range of restorative, educational and behavioural strategies to address incidents and support positive outcomes for all those involved.
- Work in partnership with external agencies, community organisations and other stakeholders to strengthen our preventative and intervention strategies.
- Celebrate pupil success, achievement and positive contribution in order to promote a strong sense of belonging and a positive school culture.
- Encourage all pupils to use technology, including mobile devices, social media and emerging digital platforms, safely, responsibly and respectfully.

5.2 The school adopts a proactive and preventative approach to bullying, recognising that effective prevention is achieved through positive relationships, early intervention, education, strong safeguarding practices and a shared commitment to maintaining a culture of respect and inclusion.

6 Involvement of pupils

6.1 Pupil voice is key principal to preventing and addressing bullying. We are committed to ensuring that pupils feel heard, supported and empowered to contribute to a positive school culture. To achieve this, we will:

- Regularly seek and evaluate the views of pupils to better understand the prevalence, nature and impact of bullying within the school community.
- Ensure that all pupils know how to raise concerns, report incidents and seek support if they experience or witness bullying behaviour.
- Make certain that pupils understand the school's expectations regarding behaviour and are aware of the sanctions and consequences that may be applied where bullying occurs.

- Actively involve pupils in the development and promotion of anti-bullying initiatives, campaigns and awareness-raising activities across the school.
- Embed anti-bullying messages, respectful relationship education and safeguarding awareness throughout the curriculum and wider school life.
- Publicise appropriate sources of support, including national helplines, online resources and local services, ensuring pupils know where to access advice and guidance.
- Provide timely and effective support for pupils who have experienced bullying, with interventions tailored to their individual needs and circumstances.
- Support pupils who have engaged in bullying behaviour through appropriate educational, restorative and behavioural interventions designed to promote understanding, accountability and positive change.

6.2 Through meaningful pupil engagement, the school aims to develop a culture in which all pupils feel safe, respected and confident in contributing to the prevention of bullying in all its forms.

7 Liaison with parents and carers

7.1 We recognise that effective partnerships with parents and carers are fundamental to preventing and addressing bullying. The school is committed to maintaining open, transparent and constructive communication to ensure that concerns are identified and resolved promptly. To achieve this, we will:

- Ensure that key information relating to bullying, including relevant policies, procedures and designated points of contact, is readily accessible to parents and carers through a variety of communication channels and formats.
- Make certain that all parents and carers know who to contact within the school if they have concerns regarding bullying or the wellbeing of their child.
- Provide clear information regarding the school's complaints procedure and support parents and carers in using this process appropriately and effectively where concerns arise.
- Signpost parents and carers to independent sources of advice, guidance and support relating to bullying and child wellbeing.
- Work collaboratively with parents, carers and the wider community to address factors beyond the school environment that may contribute to bullying behaviour or negatively affect pupils' wellbeing.
- Encourage parents and carers to work in partnership with the school in promoting positive relationships, respectful communication and responsible behaviour, both online and offline.
- Maintain regular communication with parents and carers where bullying concerns have been raised, ensuring that appropriate actions, support strategies and outcomes are shared in a timely and sensitive manner.
- Value the role of parents and carers as partners in safeguarding and fostering a culture in which all members of the school community feel safe, respected and included.

7.2 Through strong home-school collaboration, we aim to create a consistent and supportive approach to preventing bullying and promoting positive behaviour, enabling all pupils to thrive both within and beyond the school environment.

8 Links with other school policies and practices

8.1 This Policy links with a number of other school policies, practices and action plans including:

- Behaviour/Student Discipline Policy and Procedures
- Complaints policy
- Safeguarding and child protection policies
- Confidentiality policy
- Curriculum Policies such as PSHE
- Searching and confiscation as part of the behaviour policy
- Attendance policy

9 Roles and responsibilities

9.1 All members of the Academy community are expected to comply with this policy and treat one another with dignity, kindness and respect. Roles, responsibilities and expectations for each section of the Academy community are set out in detail below.

9.2 Board of Trustees

9.3 The trustees will work with the central team and each respective academy's senior leadership team to set the ethos and a set of core values that promote high standards of expected behaviour from pupils attending its academies. Trustees will monitor and evaluate the impact of the behaviour policy and will hold the CEO and principals to account for its implementation. Trustees will ensure that they and local governors receive relevant training on suspensions, exclusions, behaviour and discipline at least every 2 years.

9.4 The Chief Executive Officer

9.5 The CEO will ensure that this behaviour policy is applied consistently. The CEO will report back to the trustees on educational outcomes, behaviour management, support strategies, and early intervention for pupils requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

9.6 Local Governing Body

9.7 Local governors in each of the academies in THAT will review and monitor the application and implementation of this policy by receiving regular reports from the academy principal on behavioural sanctions and support put in place for pupils at the academy. Local governors will scrutinise relevant data, review relevant suspension and exclusion decisions and act as a point of challenge for decisions taken by the principal. Local governors will analyse the recorded data on searches/removal from classrooms, and in cases where searching/removal from classrooms is falling disproportionately on any group or groups, they should consider whether any actions should be taken to prevent this.

9.8 Principal

9.9 In each THAT academy, the principal, with support from their respective senior leadership team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led and effectively managed, and that staff regularly and effectively self-evaluate their behaviour management strategies. The principal will monitor how staff

implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully, and the use of removal from the classroom is used appropriately and not having a disproportionate effect on pupils sharing particular protected characteristics. The principal will act as a source of support and guidance for staff on behaviour management strategies and discipline.

9.10 Staff

9.11 All staff will:

- Communicate the contents of this policy to all pupils and parents to ensure that the expectations are transparent to all pupils and parents, and that expectations of and responses to behaviour are consistent, fair, proportionate, and predictable. Staff will do this by set out how the pupils will be routinely reminded of expectations, e.g., assemblies, part of PHSE, discussed as part of pupil induction to the Academy, etc.
- Apply this policy fairly, consistently, proportionately, and without discrimination, taking into account SEND, as well as the additional challenges that some vulnerable pupils may face.
- Make reasonable adjustments for disabled pupils, as required.
- Promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons, whatever their level of ability or need.
- Model positive behaviour.
- Not tolerate disruption to teaching, learning or Academy routines, and take proportionate action to restore acceptable standards of behaviour.
- Challenge pupils to meet the Academy expectations and maintain the boundaries of acceptable conduct.
- Record incidents of poor behaviour and any given sanctions in the pupil's behavioural log.
- Provide praise and rewards and reinforce positive behaviour.
- Deal with incidents of bullying, discrimination, aggression, and derogatory language quickly and effectively.
- Focus on de-escalation and preventative strategies rather than being solely reactive.
- Consider the welfare of the whole academy community and ensure that the majority of pupils' education is not jeopardised by the disruptive behaviour of a minority of pupils.
- Contribute to the development of systems which support and reinforce positive behaviour.
- Recognise that there may be contributory factors which affect pupils' behaviour and respond according to individual need.
- Identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve pupil behaviour and provide support. This could include:
    - More frequent engagement with parents.
    - Home visits.
    - Mentoring and coaching.
    - Report cards.
    - Time in a pupil support unit.
    - Engaging with local partners and agencies to address specific challenges.
    - Consideration of whether a multi-agency assessment such as early help or education health and care plan is required.
    - Designing an individual behaviour plan and/or a pastoral support plan and/or individual provision maps, with set targets and support strategies embedded within.
    - Contacting parents if there is a problem with attendance, punctuality, or equipment, and about any concerns or problems that affect their child's work or behaviour.
    - Setting, marking, and monitoring homework, and providing facilities for children to do homework in the academy, if required.
    - Sending parents an annual written report on their child's progress and arranging parents' evenings, during which progress will be discussed.

- Engaging with and attending all training and development sessions to continually improve behaviour management and learn from best practice.

9.12 Parents

9.13 Parents play an important role in ensuring good behaviour from their children. Parents are expected to:

- Support the academy in the application and enforcement of this policy.
- Inform the academy of any challenging behaviour exhibited at home, special education needs, or changes in circumstances that may account for changes in their child's behaviour.
- Ensure their child attends the academy on time, appropriately dressed, fed, rested, and equipped.
- Work with the academy in support of their child's learning.
- Attend virtual or in person meetings at the academy with staff to discuss their child's behaviour and adhere to any parenting contracts put in place.
- Inform the academy in writing of any medication their child needs to take (see the supporting children with medical needs policy).
- Support their child in homework and other opportunities for home learning.
- Attend parents' evenings and discussions about their child's progress, if reasonably possible.
- In the case of suspension, provide appropriate supervision for their child during the first five days of suspension, ensure that their child is not present in a public place during academy hours without reasonable justification and, if invited, attend a reintegration interview at the academy with their child.

9.14 Pupils

9.15 The rights and responsibilities of pupils are set out at the Annex to this policy, along with a list of the academy rules to which all pupils must adhere. Reminders of the academy rules and expected standards of behaviour are upon walls in classrooms and situated around the academy. Pupils are expected to have a positive attitude and maintain high expectations for themselves.

9.16 Pupils have the following rights and responsibilities:

Rights	Responsibilities
To feel safe both in and out of the classroom.	Have regard for your own safety and that of others and care for Academy equipment/resources/environment.
To learn, free from the disruption of others.	Be prepared to engage in class and be involved with learning.
To be valued and have good work recognised and rewarded.	Accept and learn from any sanctions that you receive.
To receive help and support, where requested.	Follow staff instructions and seek help when needed.
To be listened to (at an appropriate opportunity and time) and respected.	Respect yourself, other people and their belongings.

To be treated fairly.	Be self-disciplined and follow the Academy rules set out below.
To be treated as an individual.	Inform a member of staff when you or another student has breached this policy.

10 Sanctions

10.1 Potential sanctions and consequences for those who do not adhere to this policy are outlined within the Behaviour/Student Discipline Policy. These can range from restorative practice and education to permanent exclusion.

10.2 It is important to note that incidents will be considered on a case-by-case basis and reasonable adjustments are considered before a Child in Care or a child with an EHCP/identified additional need (s) or a child with SEND receives a suspension. The DSL/Designated Teacher/SENCo are consulted and their advice sought before a decision is taken.

The named member of staff with lead responsibility for this policy is:

Wesley Webb Assistant Principal/DSL

Annex A - Additional Content for School Leaders

Dealing with Bullying Incidents

The following steps may be taken when dealing with all incidents of bullying reported to the school:

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached through referral to the pastoral team, who will report through MIS. This will then be investigated by the Year Team. Appropriate actions for the perpetrator and victim will follow.

A clear and precise account of the incident will be recorded and given to the Head of Phase (HOP) for investigation, as above.

The Year Team/HOP will interview all parties involved and will record the incident in accordance with school procedures.

If found to be a case of bullying, we will ensure a robust system of pastoral care for both victims and perpetrators.

Teachers/Form Tutors and other relevant members of staff will be kept informed as appropriate.

When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary.

If content posted online is offensive or inappropriate, and the person or people responsible are known, then the school will ensure that they understand why the material is unacceptable or offensive and will request that they remove it.

If a criminal offence has been committed then the police may need to be involved to enable the service provider to look into the data of another user or to respond to credible threats of harm.

Where the bullying takes place outside of the school site (including cyberbullying) then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy.

Parents/carers of all children involved will be kept informed.

Sanctions will be used as appropriate and in consultation with all parties concerned.

If necessary and appropriate, the police (if a criminal offence has been committed) or other local services (including children's social care where a child is felt to be at risk of significant harm) will be consulted or involved.

Year Teams advised and will follow up by supporting victims.

Supporting Pupils

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with the pastoral team.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support.
- Restoring self-esteem and confidence.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance as appropriate.

Pupils who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), fixed term and/or permanent exclusions.
- Speaking with police or local services, as appropriate.

Supporting Adults

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead and/or a senior member of staff/head of school.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the school site (including online) then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy.
- If the bullying takes place online, supported those affected by reporting content and/or accounts to the service provider as appropriate.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance as appropriate.

Adults (staff and parents) who have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern Clarifying the school's official procedures for complaints or concerns.
- If online, requesting that content be removed. Instigating disciplinary, civil or legal action.
- Following up after a report of bullying

Bullying figures and incidents analysed by SLT and THAT

Annex B - Links for support

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools": https://www.gov.uk/government/publications/preventing-and-tacklingbullying
- DfE: "No health without mental health": https://www.gov.uk/government/publications/no-health- without-mental-healthacross-government-outcomes-strategy
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: https://www.gov.uk/government/publications/send-codeofpractice- 0-to-25

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srtrc.org/educational