



Policy Title: Behaviour and Anti-Bullying Policy

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If you wish to discuss any aspect of this
policy the member of staff
you should see is:

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SECTION 1 - Leading and Managing Student Behaviour at Uckfield College

Synopsis: The Uckfield College Behaviour Policy is designed to reflect the school ethos of every child 'realising their potential' and to create a school environment that has outstanding student conduct, personal development and learning. It is designed to allow clear understanding and awareness of the school and communities' expectations for pupil conduct and consistency of approach for staff. The guidance is at times specific to ensure consistency; however, college staff may also use their professional discretion and common sense in light of the complexity of behaviour management.

Aim: Uckfield College aims to have outstanding behaviour for learning in every lesson, outstanding conduct on the school grounds, to and from school and on all school based activities. This expectation supports the highest levels of student welfare.

Values and Vision for Leading and Managing Behaviour at Uckfield College:

Every member of the staff team at Uckfield College is responsible for leading and managing behaviour. It is expected that staff plan and deliver well planned, well paced and well resourced lessons that promotes engagement in learning of their students. Positive behaviour for learning should be recognised and acknowledged. This can be done both informally through verbal praise or more formally through the awarding of "achievement points". Excellent teaching and positive reinforcement are two of the most effective methods in promoting effective behaviour for learning. When a student demonstrates poor behaviour for learning it is important that the consequences are consistent, fair and robust.

Systems and Procedures:

The purpose of the behaviour policy at Uckfield College is to ensure students can learn in a safe, secure and productive environment where they can realise their potential free from disruption and distraction. Students at Uckfield College are not only expected to make progress in their academic studies but also to develop as members of society, that will go on to have a positive impact on the local, national and international community to which they belong.

As a staff team working to support and challenge excellence in behaviour and achievement we are expected to;

- Be consistent;
- Be clear;
- Challenge all behaviours that are not acceptable;
- Engage in reasonable and rational dialogue;
- Set sanctions for the behaviour and response not make it personal about the child;
- Praise students in a specific and detailed fashion;
- Focus on the positive over the negative in day to day interactions;
- Enable students to engage in reflection to help them to self-correct in future;
- Engage with parents/guardians at every opportunity

At Uckfield College we celebrate excellent behaviour and engagement for learning in a variety of different ways. The rewards, praise, behaviour management and sanction systems are communicated to staff through staff training and within the staff handbook.

Praise, Rewards and Celebrating Success

We value the intrinsic motivation and pride that students should feel when they are successful in their learning or have demonstrated characteristics that have had a positive impact on themselves or others. We also believe it is important to acknowledge and praise the positive behaviour of students as recognition for their efforts. This is achieved using a variety of methods.

1) Instant verbal praise

2) Achievement Points

There are three types of achievement points available;

- Homework - Excellent work produced outside of lessons
- Academic - Excellent work and engagement in learning
- Character - Excellent behaviour response or leadership

3) Letters and Certificates

Following each data round students may also receive a letter or certificate, depending on their progress and engagement in learning across their subjects. They will also receive a letter or certificate if they have improved since their last report.

4) '100 Club'

Students may also be entered into our "100 Club" prize draw at the end of each term. They may be nominated for attendance, achievement points or for resilience.

5) Celebration Evenings

At the end of each year we hold a celebration evening for students and their families to attend. Every student is presented with a personalised certificate. There are also a range of subject and whole school prizes and awards.

6) Student Leadership

The school values the opportunities for students to act as role models and leaders. There are three categories of student leadership that can be achieved.

- Academic Leaders (for students who demonstrate a particular interest and aptitude in a subject)
- Enrichment Leaders (Students who participate in and demonstrate emerging leadership skills in extra-curricular or enrichment activities)
- Character Leaders (students who regularly volunteer to support the college and wider community)

The following are examples of unacceptable behaviour and will not be tolerated:

1. Behaviour which disrupts the classroom environment and learning within a lesson; it harms the education of the student and of other students.
2. Insolent, insulting or defiant behaviour towards staff. All students are expected to follow any reasonable request at the first time of asking and to speak to staff in a respectful manner.
3. Any negative behaviour towards another student, including bullying or abuse; it may cause physical or mental harm and it destroys an individual's sense of security. All members of the college have a right to be respected regardless of their cultural background or beliefs.
4. Unsafe behaviour; it places other people, staff and students, in danger, as well as the individual doing it. Particular subjects with increased risk are science, art, technology and physical education.
5. Bringing any item into the college which might be dangerous or cause harm. This includes any drug, including alcohol and tobacco.
6. Failure to wear the correct uniform. If uniform is being worn incorrectly or items are missing eg shoes/blazer, students will be challenged and issued with an appropriate sanction, which may include being sent home to change. Jewellery and other items which should not be brought into the college will be confiscated and returned at a later date. Students are expected to wear the college uniform with pride whilst in the college and whilst travelling to and from the college.
7. Behaviour that could adversely affect the reputation of Uckfield College.

The Uckfield College behaviour policy also applies to behaviour in the immediate vicinity of the college, on a journey to or from the college, or in some other way identifiable as a student at Uckfield College. This behaviour policy therefore extends to the use of social media where there is an impact on the learning environment of the college.

This is not an exhaustive list and any behaviour that has a negative impact on another member of the Uckfield College community or on the reputation of the college in general will be dealt with using the most appropriate sanction, as decided by the Pastoral or Strategic Leadership Team.

Students' behaviour while out of the college, on college business, is subject to the college's behaviour policy. This includes travel to and from the college, as well as college trips, visits, and fixtures.

There are occasions when the college's behaviour policy will apply to behaviour outside the college and not on college business. The college reserves the right to sanction students even if the behaviour happened out of school if staff believe that the behaviour may impact on a student's learning in school. These occasions will arise when there is a clear link that affects behaviour and the need to maintain good behaviour and discipline in the college as a whole.

Students are expected to take responsibility for their own behaviour. Moving towards an incident of poor behaviour, without any intention of stopping the behaviour, will only make the situation worse. Students that behave in this way either in school or out of school should expect to face a sanction.

Sanctions linked to behaviour

The table below gives examples of possible sanctions following a behaviour. This list should be viewed as a guide and college staff reserve the right to use their professional judgement when deciding on the most appropriate sanction.

Behaviour	Sanction
Lateness to school/lesson	Tier 1 breaktime detention
Failure to bring correct equipment for lessons	Tier 1 breaktime detention
Repeated failure of above	Pastoral Tier 2 after school detention
Lack of homework or effort in lesson, resulting in unsatisfactory or incomplete work	Tier 1 lunchtime detention
Incorrect uniform or incorrect wearing of uniform (please refer to uniform expectations on website)	Tier 1 break time detention. Repeat offenders will be issued with further sanctions
Low level disruption within a lesson	See in class sanctions below (sanction will range from a Tier 1 break time detention to removal from the lesson 'Red Zone')
Persistent disruption within lessons (over time)	A series of pastoral detentions and a report card. possible fixed-term restore/exclusion.
Insolence to a member of staff, e.g. swearing at, or in response to a teacher, making offensive gestures or defiance	Student referred to Pastoral Team; probable fixed-term restore/exclusion.
Unsafe behaviour (e.g. fighting, bullying, bringing unsafe items or substances into the college and/or using them)	Student referred Pastoral Team; probable fixed-term restore/exclusion.
Loss of or damage to Uckfield College property	Payment for loss or damage. If serious and deliberate probable fixed-term restore/exclusion.
Possession of smoking materials and/or smoking within the college, during college activities, or travelling to or from college	Student referred to Pastoral Team; pastoral detention and probable fixed-term restore. Confiscation of all related materials.

Misbehaviour on public or college transport	Ban from travel; permanent, if misbehaviour serious and/or repeated.
Very serious "one-off" offence (e.g. drugs or violence related), or continuing serial offending (e.g. persistent disruption, open defiance or truancy)	Referral to the Principal and fixed term/permanent exclusion will be considered. Criminal behaviour will normally be referred to the police.

Sanctions continued

All staff have the responsibility for upholding this policy and, as such, have authority to carry out the following disciplinary sanctions:

- Verbal reprimand
- Verbal warning
- Note in Learning Organiser
- Detention at break, lunchtime and after school
 - Detention can be given outside normal school hours on any school day where the pupil does not have permission to be absent, during weekends that are between normal school working weeks, and on non-teaching days eg Inset days.
 - Parental consent is not required for detentions (DfE Guidelines) although we aim to inform parents if time allows
 - Notice to parents for short, after school detentions may not be necessary where the student can get home safely. it is the responsibility of the parent to make alternative transport arrangements if an after school detention is set.
- Extra work or repeating unsatisfactory work until it meets the required standard
- Setting written tasks eg letter of apology, focussing on corrective behaviour and standards should be based on a 'challenging question' eg How could you respond in future?
- Confiscating inappropriate items*.
- Contact with parents/ carers by telephone or during meetings
- Loss of privileges
- Referral to Pastoral Leader

*Uckfield College are not liable for any loss or damage to items that have been confiscated as these items should not have been brought into the college or misused in the first instances.

Sanctions available to Teachers, Tutors and Support Staff (This is not an exhaustive list):

- Refer to Director of Year or Pastoral Leader or Form Tutor and contact home
- Bag/uniform/locker search (in line with Department of Education guidance on searching and screening)
- Regular reporting of behaviour, work, attitude to learning, attendance and punctuality
- Restorative sanctions including School-based Community Service such as litter-picking, dining hall duties, graffiti or gum removal, improving school grounds
- Internal isolation (Restore) as decreed by PAL or DOY
- Seek support from Flexi or external services, consider an at risk meeting and draw up an Additional Needs Plan

- Fixed term exclusion for up to 5 days sanctioned by the Principal or Deputy Principal with every student receiving a re-integration meeting
- School 2 School move to another school
- Alternative curriculum
- Permanent exclusion

Classroom expectations

- Teacher greets students at the door
- Students Enter the room quietly and in the correct uniform (blazers on, coats off) when invited by the teacher
- Students ready to learn immediately with books out and equipment ready. Students hand in any reports at the start of lesson
- Students are silent and listening when instructed by their teacher to do so
- Members of staff addressed correctly by their surname or Miss or Sir
- Respectful language is used at all times
- Mobile phones should be switched off and should not be out at any time during the school day.
- Teachers will only allow students to leave the room under exceptional circumstances.
- Students should remain with their classes at all times
- Students should leave the room in the correct uniform (blazers on, coats off etc)

In Class Behaviour Management Systems

Positive LEARNING
Engagement

Praise 6
BEST In Year
Name on the Roll of Honour

Praise 5
200 Points
Certificate of Achievement from Principal

Praise 4
150 Points
Gold achievement Certificate

Praise 3
100 Points
Silver achievement Certificate

Praise 2
50 Points
Bronze Achievement Certificate

Praise 1
25 Points
Name read out in Assembly

Negative LEARNING
Engagement

Consequence 1
Disrupting learning
* Warning given in lesson

Consequence 2
Continued disruption of lesson
*Tier 1 behaviour detention given
*Logged on school record *Shared with parents

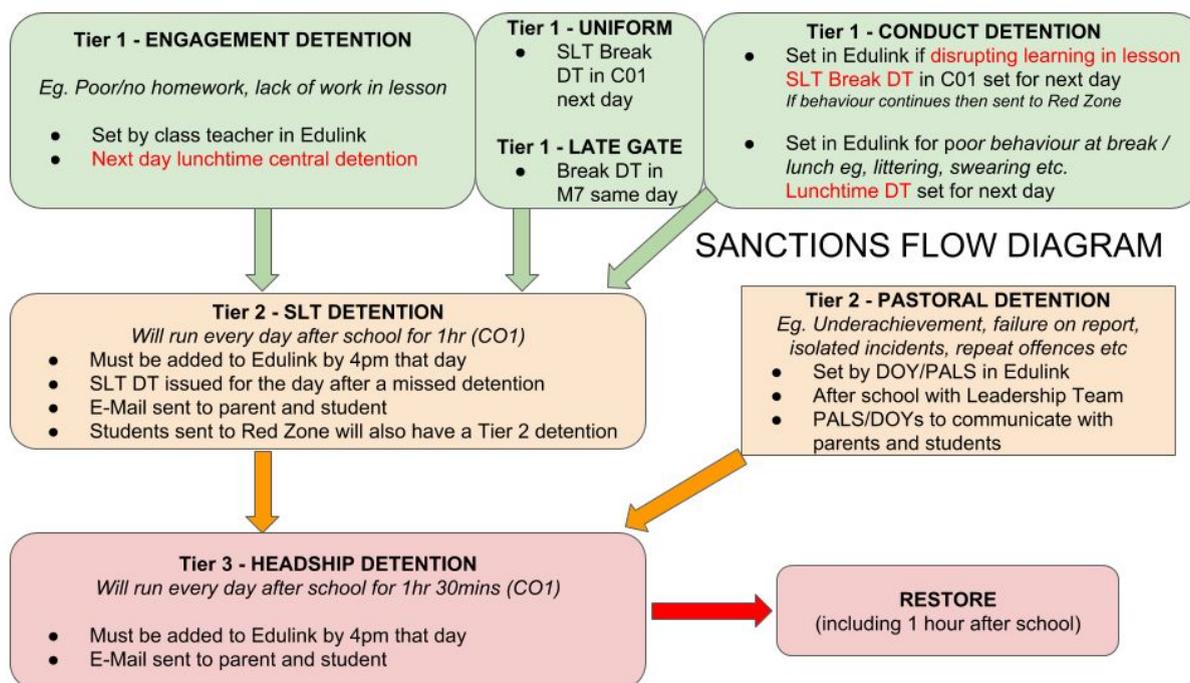
Consequence 3
Seriously damaging the learning of self or others
*Sent to RED ZONE * 1 hour after school SLT detention
*logged on your school record * Shared with parent

Consequence 4
Refusal to go to Red Zone /very serious incident
*ON CALL called out *Restore all day plus one hour after college
*Serious incident logged on your school record *Parents phoned
*Targets set for future lessons

Detention System

The most frequently used deterrent for minor behaviour infringements is to set detentions. The purpose of a detention is to be inconvenient to the student and to act as a deterrent. For this sanction to be effective, students must attend on the set date and time (despite commitments outside of the college). It is imperative that parents support the college with any sanction issued, as this sends a resolute message to the students. Detentions can not be negotiated or moved, unless for exceptional circumstances. Failure to attend a detention results in the escalation of the sanction, as detailed below. The school does not have to provide notice of a detention to the parents/guardians but out of courtesy we aim to give notice, wherever possible. We are not obliged to do this and on some occasions will reserve the right to issue an after school detention on the same day. Parents are welcome to seek clarity regarding a sanction. We expect parents to support any sanctions set, even if they initially disagree with it. This is of significant importance as it demonstrates to the student a united approach. This will have the most powerful impact on improving behaviour over time.

Detention Flow Diagram



Specific offences.

a) **Disrupting the learning of others.** Behaviour which disrupts the concentration and learning environment of other pupils will not be tolerated. Students not only have a responsibility towards their own learning but also the learning of others. Students will be encouraged to respond positively but there will be swift escalations in sanctions if this behaviour persists.

b) **Bullying and violence.** Bullying and violence cause fear and danger and can be very damaging to the victim. We consider this to be very serious indeed. We seek to resolve the bullying by working with the perpetrator but students who bully persistently can expect severe sanctions, including fixed term or permanent exclusion, to be applied. Severe incidents are recorded and reported to the Governors.

c) **Racist incidents.** When they occur, they are very serious and are treated as such: our Equality Policy makes explicit the rights of every person of whatever background. Persistent or a very serious one-off racist incident could result in permanent exclusion. All incidents are recorded and reported to the Governors.

d) **Drugs, alcohol and similar substances.** There is no place in the college for such substances. Any student in possession of them can expect fixed-term or permanent exclusion. The police will be informed. Such students will be expected to attend a drugs programme organised by the police and medical advice and support will also be sought. Supplying drugs to others, for payment or not, is likely to result in permanent exclusion.

e) **Vandalism.** The parents of students causing loss of or damage to college property (including lost books and books not returned to the Library, damage to buildings etc) will be expected to pay for the replacement of the lost property or the repair of damage done. We expect payment to be made promptly by parents, and recommend that the student concerned be made to repay the parents over time.

f) **Malicious Accusations against staff.** When they occur, they are very serious and are treated as such. If an allegation is determined to be unfounded or malicious, the Local Authority Designated Officer (LADO) will be informed and will refer the matter to the Local Authority children's social services team to determine whether the child concerned is in need of additional support. In the event that an allegation is shown to have been deliberately invented or malicious, the Principal will consider whether any disciplinary action is appropriate against the student who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible. The disciplinary action against a student might include a detention, fixed term or permanent exclusion.

SEND and Inclusion

We continue to monitor for and take into account the guidance of the DfE, particularly regarding Social Inclusion, taking account of any subsequent guidance published by the DfE.

Students with Special Educational Needs: we observe the SEN Code of Practice. In particular, we make referrals to outside agencies when appropriate, and plan accordingly for the education of the student. The college's legal duties in relation to the Equalities Act 2010 in respect of safeguarding, students with Special Educational Needs and all vulnerable students will be considered when making decisions linked to discipline and behaviour.

Attendance

Persistent Non-attendance, including leaving the college site without permission, may be referred to the East Sussex Behaviour and Attendance Service or may result in a fixed penalty notice being issued. Service colleagues will then support the college, student and parents in securing improved attendance and will, in some circumstances, prosecute the parents of students whose attendance is unsatisfactory. If a student is absent the parent/guardian MUST inform the school on every morning of the absence. This should be done by phoning 01825 764844 and pressing 1. Students who arrive at college late will be issued with a break time detention. If they are frequently late they will be issued with a series of pastoral detentions.

Exclusions

The decision to issue and external exclusion is never taken lightly and must gain authorisation from the Principal or a Deputy Principal. External exclusions are used for "one off" serious offences or for repeated and persistent poor behaviour or defiance.

After an external exclusion students must attend a reintegration meeting with a parent/guardian and college staff. The invitees to this meeting may vary on the basis of the seriousness of the incident. Following a reintegration meeting students are usually placed onto a tracking card (report) and in most cases will spend their first day back in Restore (internal Isolation). When serving an external exclusion students should access their work through Google Classroom or Moodle and must not be seen in public during school hours unless attending a medical appointment.

Governors Disciplinary Committee

For serious or ongoing issues of behaviour that have resulted in several external exclusions our governors disciplinary committee will become involved. This panel will also act to adjudicate any recommendations from the Principal for permanent exclusions.

Use of Reasonable Force

The need to use 'reasonable force' at Uckfield College is incredibly rare and every effort should be made to use other methods of intervention before using any physical intervention. The college has an unconditional positive regard for student wellbeing and safety.

Reasonable force covers a broad range of actions that may need to be used to protect the safety and welfare of students.

'Reasonable' force and physical intervention means using no more force than is necessary. It is usually used either to control or restrain.

An example of control would be leading a pupil to safety by the arm, while staff might use restraint to break up a fight between pupils who will not separate voluntarily.

The school routinely train pastoral staff in "positive handling" techniques, This training focuses primarily on de-escalation of incidents. Whenever possible any use of 'reasonable force' will be carried out by a trained member of staff. However, in a critical incident when a student or another person is in immediate danger then any member of staff at the school has the power to use reasonable force if deemed necessary, as written in the Use of Force Guidance 2015. This can also apply to people whom the headteacher has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying students on a visit organised by the school.

According to the DfE guidance (2013), reasonable force can be used to:

- 1) prevent students from hurting themselves or others
- 2) Prevent students from damaging property
- 3) Prevent students from causing disorder.

Every effort should be made to use other methods of intervention before using any physical intervention; however the decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and will always depend on the individual circumstances.

Members of staff may use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so (A trained member of staff would be called to this situation)
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the learning of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
- Restrain a pupil at risk of harming themselves

Under no circumstances should physical force be used as a punishment.

SECTION 2 - Anti-Bullying Policy and Procedures

At Uckfield College bullying is defined as: repeated behaviour which is intended to hurt someone either emotionally or physically, and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability.

Students can refer incidents of bullying to any member of staff and the procedure for response across the college is as follows:

1. Students are encouraged to report any incident of bullying, either witnessed or directed personally, to **any member of staff** as soon as possible.
2. All incidents of bullying will be taken seriously and acted upon by a member of staff as a matter of urgency.
3. Staff, usually the PAL, should collect statements from all students involved to determine the full sequence of events.
4. The punishment of the perpetrator will depend upon the severity of the bullying and could include:
 - i. a problem-solving approach
 - ii. a mediator approach
 - iii. a restorative approach [an opportunity for the victim to express their concerns and distress and share these experiences directly with the bully through a supportive dialogue];
 - iv. setting of detentions;
 - v. internal exclusion;
 - vi. fixed term external exclusion [for sustained serious bullying or physical assault];
 - vii. permanent exclusion for persistent and/or violent bullying;
 - viii. recording the incident within school and if serious, prolonged or external to school, with the police.
5. Parents and carers of perpetrators and victims will normally be informed of an incident, where appropriate, and asked to support the strategies put in place to tackle the problem. In cases of persistent bullying the police and other agencies may be involved in responding to the perpetrator and supporting the victim.

The college will regularly survey students to explore perceptions and experiences of bullying and to develop our policy and practice. The National Anti-Bullying Week is also a focus for raising the profile of our approach and responses to bullying at Uckfield College and this is a theme explored through assemblies and PSHCE programmes in November. Through ongoing PSHCE curriculum bullying definitions, explanations and strategies are explored in the college.

Bystander bullying:

At Uckfield College bystander bullying will also be taken seriously. This is defined by Uckfield College as students who witness bullying in action, who stand by and watch / video tape it and who do and say nothing to support the victim.

At Uckfield College we believe that every student has the RIGHT to feel safe and happy at school. In order to achieve this all students have a RESPONSIBILITY to speak out when bullying is witnessed. For this to take place everyone must respect that we are all different.

APPENDIX

Bullying can be:

Physical:

This is a physical attack on a person or their property and can include hair pulling, hitting, kicking, locking in a room, pinching, punching, scratching or any other form of physical attack. It can also include maliciously damaging another person's property.

Non-physical via face to face interactions and behaviours:

This is a verbal or non-verbal attack on a person and this can include taunts, threats, intimidation, extortion of money, racist remarks, sexually suggestive or abusive language, teasing and spreading false or malicious rumours. Non-verbal examples of this type of bullying include making rude gestures and mean faces; breaking up friendships purposely; ignoring or excluding people; and sending cruel messages.

Bullying can be any one of the above or any combination of them and other related behaviours.

Non-physical via remote networked technologies [cyber-bullying]:

Verbal and non-verbal attacks on a person can be initiated, continued and shared widely through remote networked technologies including mobile phones, the internet and social networking websites such as Facebook, Twitter, Snapchat, Instagram. It should be noted that all of these sites have user guidance which disallows use by children under the age of 13.

Research commissioned by the Anti-Bullying Alliance from Goldsmiths College, University of London, identifies seven categories of cyber-bullying:

- Text message bullying involves sending unwelcome texts that are threatening or cause discomfort.
- Picture/video-clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people.
- Phone call bullying via mobile phone uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.
- Email bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
- Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.

- Bullying through use of social media where children and young people are sent unpleasant messages as they conduct real-time conversations.
- Bullying via websites includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyber-bullying.

Sexting

Whilst not a form of bullying per se, sexting behaviour can very quickly spiral into bullying. Sexting is sending an explicit image or video on-line. It is very common behaviour among young people in relationships but can quickly become bullying when those relationships end. Parents and carers are advised to check their child's mobile phone and internet history regularly and to monitor their on-line behaviour. Lots of advice on how to do that is here: [Get Safe On-Line](#)

Who is most vulnerable?

Because of the anonymity that new communications technologies offer, anyone with a mobile phone or internet connection can be a target for cyber-bullying. What's more, perpetrators can reach much larger numbers within a peer group than they can with conventional bullying. Vindictive comments posted on a website, for instance, can be seen by a large audience, as can video clips sent by mobile phone.

Most cyber-bullying is done by students in the same class or year group. Although it leaves no visible scars, cyber-bullying of all types can be extremely destructive.

Bystander bullying:

At Uckfield College bystander bullying will also be taken seriously. This is where students are aware that bullying is happening, or joining in with someone else hurting someone. Bystander bullying can also take the form of spreading rumours or joining in with other students who may be saying hurtful things. Both students and staff at Uckfield College have expressed the view that everyone must be involved in preventing bullying.

Bullying is fundamentally about power relationships and research suggests that those children who bully generally fit a psychological profile. This is often the case for their victims as well. Perpetrators thrive in an environment where other people do not report the intimidating behaviour that they witness and our response as a college is to challenge this pre-condition of the bullying relationship. Bullying is antisocial and in many instances perpetrators lack the necessary pro-social skills to form effective relationships with other students. However, as with all aspects of human behaviour there are complexities which arise in the research data which mean bullying is a set of behaviours with a diverse range of causes and manifestations. For example, there is some evidence that certain aspects of bullying behaviour are associated with the peer group struggle, and that bullying is a strategy adopted by some students to help them achieve status positions in the social group they are part of.

In order to support the implementation of Uckfield's values and culture around bullying, it is important that interactions between staff and students do not mirror behaviours associated with the misuse of power. For example, in responding to inappropriate behaviours in school we believe that shouting at or hectoring students is counter-productive and offers a model of social interaction to students that tacitly supports bullying. The maintenance of a low incidence of bullying across the social environment of the college is achieved through the ongoing vigilance of staff and a culture where informing adults of incidents is seen as the expected behaviour.

Note: We do not use the word "bullying" to describe disagreements between young people; these are a feature of human interaction. However we recognize that such disagreements can be distressing and students might need support and advice to resolve them satisfactorily. Bullying is defined as sustained meanness over time. The Department for Education website provides some useful definitions and further details [here](#).

Useful Websites and Information

[Anti-bullying network](#) – Scottish based support group

[Don't Suffer in Silence](#) – DFCS website on anti-bullying strategies

[Bullying online](#) – The UK's leading anti-bullying charity

[Childline](#) – Support for children abused or bullied across the UK

[Bullying Information for Young People](#) – East Sussex LA website

[Get Safe Online](#)

[NSPCC on Anti-Bullying](#)

[CEOP – Child Exploitation and On-Line Protection Centre](#)

[DfE Website definitions and information about Bullying](#)