



AVANTI FIELDS  
SCHOOL

# Welcome

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Behaviour and E-Safety Information Evening  
24<sup>th</sup> September 2024



# Welcome

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**A. Giga** - Assistant Principal Pastoral

**D. Trivedi** – Head of Year 7 (SLT Link GKH)

**A. Roberts** – Head of Year 8 (SLT Link LBI)

**S. Odedra** – Head of Year 9 (SLT Link KPA)

**T. Backhouse** – Head of Year 10 (SLT Link AGI)

**R. Sangar** – Head of Year 11 (SLT Link NKH)

**TBC** - KS3 Pastoral officer

**N. Keshwala** - KS4 Pastoral officer





# Introduction

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- Mr Giga (Assistant Principal Pastoral)
- Local to Leicester City
- Fortunate to be PE Teacher & Head of PE in the past
- Grateful & humbled to work with you all
- Great students, staff and parent community
- Excited for this journey together





# What you can expect from us

At Avanti fields we strive to enable students to understand and develop into the best version of themselves, undertaking a journey of self-discovery in order to fulfil their intellectual, physical, emotional and spiritual potential.





# What you can expect from us

- Each & every student at the centre of what we do to develop well rounded good people
- A safe environment so teachers can teach, and students can learn
- We want high expectations of behaviour and attitudes across all aspects of school life
- Remove barriers to learning and well-being
- To guide students to display the key virtues: Self-discipline, Respect, Integrity, Gratitude, Courage & Empathy
- Allowing them to develop each area of the 3 fold pathway: Education Excellence, Character Formation & Spiritual Insight





# Avanti Rules - Simple & Clear

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What we want from students:

- 1) Be on time to EVERY lesson and have good attendance (Above 97%)
- 2) Ensure you are fully equipped for ALL lessons (uniform & equipment)
- 3) Students learn and work hard in ALL their lessons
- 4) Students are respectful to EVERYONE in school





# Why Do Schools Have Routines?

Primary School

Y11 – GCSE Year

Working Life

Retirement

Age 0 - 4

Y7 - 10

Post-16  
Education





# Why Do Schools Have Routines?



Age 0 - 4

Y7 - 10







# Why Do Schools Have Routines?

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- Every year is important for you as students
- Well-being and development of all students
- Rules, routines & system for later in life
- Experiences now to be the best person they are in later life
- Systems to allow you to learn
- Highest expectations and standards to be successful



# Link to Teaching & Learning

- Rules, routines & expectations for success:

## The Avanti Teacher Habits

### Foundational Habits (Creating Conditions)



1.  
Build positive relationships with pupils and each other



2.  
Begin and end lessons calmly with familiar routines



3.  
Use intentional seating and classroom set up



4.  
Create a flourishing learning environment by managing behaviour effectively



5.  
Have clear and ambitious learning intentions for all pupils



6.  
Are always context considerate and adapt practice appropriately



# Behaviour Policy: Rewards

R1

R1: Achievement Point

1 House Point

R2

R2: Head of Department/Head of Year Award

2 House Points (Personalised message from HOD/HOY)

R3

R3: Virtue Awards (termly): Nominated by Head of Department/Head of Year

3 House Points (Celebration Breakfast & Certificate)

R4

R4: Principal's Commendation (termly)

4 House Points (Placed on Principal's Commendation poster & Certificate and name in Bulletin)

R5

R4: Celebrating Achievement Awards (annual)

5 House Points (Recognition at the Annual Awards Evening & Certificate)



# Behaviour Policy: Rewards

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- Rewards trips, house celebrations & prom participation will be based on students meeting high expectations throughout the school year
- All students are eligible to go from the start of the year however the privilege will be lost if students do not follow high expectations
- Students must be below a specific threshold for negative logs
- 2 or more internal isolations or having a suspension will make students ineligible to participate
- We want students to adhere to school rules and maintain excellent conduct throughout the year





# Behaviour Policy: Consequences/Choices

C1  
(Logged  
on Arbor)

**A chance** - A first warning is given, clearly stating how the pupil has failed to meet expectations and failed to take responsibility of behaviour

C2  
(Logged  
on Arbor)

**Time to change** - A consequence is given. This will result in a 10 minute break or lunch detention where the pupil will discuss their behaviour with the teacher using restorative structures and reflect how to make better choices.

C3  
(Logged  
on Arbor)

**Accept the consequence** - if a third consequence is given within a lesson, a 30 minute community service is given. This is held at a dedicated time in the week and supervised by the teaching team on rotation. During this time a restorative reflection will take place. Parents will be informed through Arbor and a follow up call will be made by the teacher.

C4  
(Arbor  
log)

Failure to attend C3 consequence, repeated C3s in a half term, inappropriate language, persistent/severe disruption to lessons, truancy, cheating/plagiarism and repeated or serious misbehaviour. 1 hour Head of Year detention on Tuesday/Thursday.



# Behaviour Policy: Behaviour Consequences

## Appendix B: Consequences (Secondary)

CODE	BEHAVIOUR DESCRIPTION	CONSEQUENCE
<b>C1</b>	<ul style="list-style-type: none"> <li>Calling out without permission</li> <li>Talking or actions that disrupt learning</li> <li>Lack of engagement or effort in classwork</li> <li>Lack of equipment</li> <li>Failure to submit home learning</li> <li>First instance of incorrect uniform</li> <li>Poor presentation and/or organisation of work</li> </ul>	<ul style="list-style-type: none"> <li>-1 Behaviour Point</li> <li>Verbal warning</li> </ul>
<b>C2</b>	<ul style="list-style-type: none"> <li>Late to school or lessons (after register has closed)</li> <li>Failure to follow staff instructions</li> <li>Continued disruption of the learning of others</li> <li>Continued lack of engagement or effort in classwork</li> <li>Repeated (2 or more) instances of lack of equipment</li> <li>Repeated (2 or more) instances of failure to submit home learning</li> <li>Repeated (2 or more) instances of incorrect uniform</li> <li>Inappropriate language (swearing)</li> </ul>	<ul style="list-style-type: none"> <li>-2 Behaviour Points</li> <li>C2 detention: 10 mins (break or lunch)</li> </ul>
<b>C3</b>	<ul style="list-style-type: none"> <li>Failure to attend a C2 consequence</li> <li>Serious disruption of the learning of others</li> <li>Defiant or disrespectful behaviour to a member of staff</li> <li>Disrespectful behaviour towards a peer</li> <li>Bullying</li> <li>Possession of inappropriate items (e.g. mobile phone, SMART watch, chewing gum, water pistols)</li> <li>Repeated lateness to school or lessons (2 or more C2s in a half-term)</li> <li>Repeated lack of equipment (2 or more C2s in half-term)</li> <li>Repeated failure to submit home learning (2 or more C2s in a half-term)</li> <li>Repeated incorrect uniform (2 or more C2s in a half-term)</li> </ul>	<ul style="list-style-type: none"> <li>-3 Behaviour Points</li> <li>C3 detention: 30 mins Tuesday / Thursday 3:30pm – 4:00pm</li> </ul>
<b>C4</b>	<ul style="list-style-type: none"> <li>Failure to attend a C3 consequence</li> <li>Repeated (3 or more) C3s in a half-term</li> <li>Inappropriate language (racial, homophobic, or derogatory)</li> <li>Persistent or severe disruption to lessons</li> <li>Truancy from a lesson</li> <li>Cheating, including plagiarism</li> <li>Repeated or serious misbehaviour</li> </ul>	<ul style="list-style-type: none"> <li>-4 Behaviour Points</li> <li>C4 HOY detention: 1h Tuesday / Thursday 3:30pm – 4:30pm</li> </ul>

Following on from C4:


<b>IE</b>	<ul style="list-style-type: none"> <li>Failure to attend or misbehaviour in a C4 consequence</li> <li>Repeated or serious bullying incident</li> <li>Sever inappropriate behaviour at break, lunch or outside school</li> <li>Persistent and/or serious defiance or disrespectful behaviour to a member of staff</li> <li>Persistent truancy from a lesson</li> <li>Damage to property, vandalism, graffiti</li> <li>Theft</li> <li>Violence, expressed through actions or threats</li> <li>Discrimination or prejudice towards another pupil</li> <li>Bringing the school into disrepute</li> <li>Possession of a prohibited item</li> <li>Smoking, vaping, or consuming alcohol (including being in the vicinity)</li> </ul>	Internal isolation
<b>E</b>	<ul style="list-style-type: none"> <li>Failure to attend or misbehaviour in a C5 consequence</li> <li>Persistent and/or extreme defiance or disrespect to a member of staff</li> <li>Significant disruption to the orderly running of the school</li> <li>Repeated or serious violence, expressed through actions or threats</li> <li>Possession or use of an offensive weapon</li> <li>Sexual misconduct – including sexual abuse, assault or harassment</li> <li>Supply, possession, or use of drugs and/or substances</li> </ul>	Suspension (or for significant cases permanent exclusion)

*This is not an exhaustive list of every possible behaviour type and consequence it deserves.*






# Behaviour Policy: Internal Isolation



Avanti Fields  
Reflection  
Workbook



Name: \_\_\_\_\_

Tutor Group: \_\_\_\_\_

**What work will I do?**

While you are in isolation, you will be provided with a subject book to practise key knowledge from different subjects you study at Avanti Fields.

Use the subject book and this reflection workbook by following the steps below:

- 1) **Read** one section of the subject book.
- 2) **Copy** out that section of the subject book onto the 'learn' page of this workbook.
- 3) Turn over the page on the workbook and subject book **from memory, create a mind map** of the topic on the 'test' page.
- 4) Go back to your 'learn' notes and **check** if there is anything you missed on your mind map. Add any missed information and key vocabulary.
- 5) When complete, repeat these steps for each new section of your subject book until the end of the lesson.

You may also be provided with other resources, including, but not limited to:

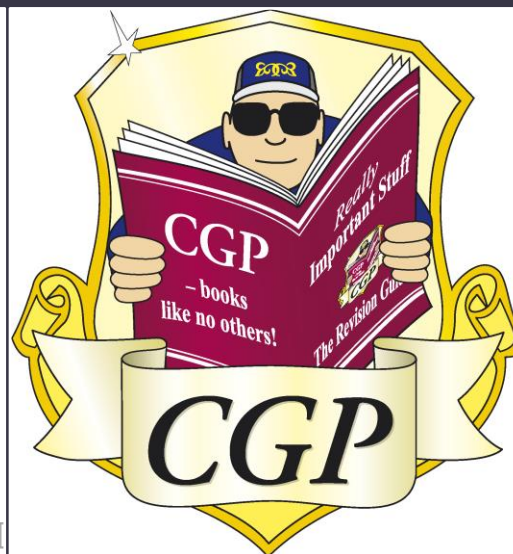
- Independent practice tasks
- Reading comprehension tasks
- Assessments/tests
- Exam preparation (e.g. Year 12)

If you are in internal isolation over a break or lunch time, alternative activities have been provided at the back of this booklet.

**PUPIL REFLECTION FORM - All Sections Must Be Completed**

What did I do? (What caused me to be in this situation?)	
Which of the school rules, rights, expectations or routines did my behaviour break?	
Why did I behave in that way? (My reasons and explanations)	
What was the effect of my behaviour? (On my own learning, other pupils learning, the staff, the environment)	
What can I do to sort things out OR what can I do differently if the same situation happens again?	
What help/support do I need to help me avoid a repeat of this behaviour in the future?	

Signed (teacher): \_\_\_\_\_



**Isolation Rules & Timetable**

**What are the rules?**

- **Excellent** school uniform before entry (coats off, shirts tucked in, tie and blazers worn).
- Usual school rules apply, and because you are in isolation you work in **silence** and do not communicate with other pupils in any way.
- If you need to speak to the teacher, **raise your hand**.
- Toilets **cannot** be used during lesson time.
- If **you** make a wrong choice, you will receive a consequence the same as the school behaviour system.

**What work will you complete?**

- Pupils take a Reflection Workbook and go to the seat they are assigned.
- Pupils complete the initial reflection task, then raise their hand when complete for staff to sign.
- You will then be given the relevant subject book for that lesson.
- Complete the tasks in the workbook (copying out knowledge text of the subject book, then self-assess, correcting any errors) and repeat the cycle until the end of the lesson.
- **At lesson changeover the departing staff member signs each pupil's booklet to indicate sufficient work has been completed** and switches their subject book over for the next period on the timetable.

**Isolation Timetable All Years**

P1: Humanities  
P2: PRE  
Break (supervised toilet break)  
P3: Spanish  
P4: English  
P5A: Lunch (collect food supervised by staff and toilet break)  
P5B: Maths  
P6: Science

Options subjects may provide work/assessments.

**Half day: P4, 5A, 5B & 6 (lunch during 5A)**



# Behaviour Policy: Behaviour Reports

Following on from form tutor report:

Behaviour reports take the form of physical paper reports and the issuing of a report will be recorded on Arbor.

Type of report	Colour	Reason for Report
Attendance and Punctuality Report	Purple	<ul style="list-style-type: none"> <li>Attendance falls below school expectations repeatedly.</li> <li>Repeated lateness to school.</li> <li>Repeated lateness or internal truancy to lessons.</li> </ul>
Subject Teacher Report	Blue	<ul style="list-style-type: none"> <li>Repeated infringements for incorrect equipment in the same lesson.</li> <li>Attitude to learning within the subject does not meet school expectations.</li> </ul>
Form Tutor Report	Green	<ul style="list-style-type: none"> <li>Repeated infringements for incorrect uniform or equipment.</li> <li>Attitude to learning across multiple lessons does not meet school expectations.</li> <li>Failure to follow staff instructions.</li> <li>Issued 2 or more Subject Teacher Reports from different subject areas.</li> </ul>

Behaviour reports take the form of physical paper reports and the issuing of a report will be recorded on Arbor.

Type of report	Colour	Reason for Report
Head of Year / Head of Department Report	Yellow	<ul style="list-style-type: none"> <li>Attitude to learning across multiple lessons escalates and/or continually does not meet school expectations (HOY).</li> <li>Attitude to learning escalates and/or continually does not meet school expectations. (HOD)</li> <li>Disrespectful behaviour towards staff or peers.</li> <li>Pupil has an internal isolation.</li> </ul>
Senior Leadership Team Report	Red	<ul style="list-style-type: none"> <li>Attitude to learning across multiple lessons escalates further and does not meet school expectations despite Head of Year level interventions.</li> <li>Pupil has a suspension.</li> </ul>
Behaviour Support Plan	Red	<ul style="list-style-type: none"> <li>Attitude to learning across multiple lessons escalates and/or continually does not meet school expectations despite behaviour interventions.</li> <li>One-off serious behaviour incident.</li> </ul> <p><i>At this level the pupil is at risk of further suspensions or permanent exclusion.</i></p>





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# Equipment & Uniform

## School Uniform

Please be reminded of our uniform expectations; students without correct uniform will be issued sanctions in line with our behaviour policy.

### Ties

All students will be expected to wear a tie. These should be worn with a traditional knot. Large knots or short ties are not acceptable.

### Shirts

A white school shirt must be worn with a top button which fastens at the neck. The shirt should be long enough to be tucked in and the top button must be fastened at all times. Blouse style shirts with rounded collars are not allowed.

### Skirts

Girls may wear a **grey** skirt (not black or charcoal), which has two inverted kick pleats and no splits. It is important to ensure that the skirt is **knee-length** and not made of stretchy material. Students will be asked to replace skirts which no longer comply with the length requirements.

### Trousers

Trousers must be **grey** (not black or charcoal) and of a classic wider style: straight, with no visible zips, studs or buckles and which do not fit closely on any part of the leg.

### Blazers

Blazers and jumpers must have the school's logo and can only be bought from the approved school outfitters. Logos are not sold separately. Blazers are a **compulsory** part of the school uniform.

## School Equipment

The school will provide appropriate exercise books and learning resources to support pupil learning throughout the day.

Students will be provided with a school planner at the start of the academic year. A school lanyard, ID card and House Badge is part of the required equipment and uniform, issued by the school.

Students are required to have the following equipment available for their learning:

- Black pen(s)
- HB or B pencil or mechanical pencil
- Rubber
- Glue stick
- Sharpener
- Purple pen
- Green pen
- Set of highlighters
- 15cm or 30cm ruler
- Scientific calculator
- Set of colouring pencils
- Set of HB drawing pencils
- Water bottle
- PE kit on days when PE or Yoga is timetabled
- Padlock (for locker)

Student contributions towards additional learning resources are communicated with parents each year via Heads of Department. Additional learning resources may include:

- Study or revision guides
- Contributions towards Design & Technology project materials
- Contributions towards Food & Nutrition cooking materials



# Equipment & Uniform

## Jumpers

Only V neck jumpers with the Avanti logo are allowed. As an alternative, a white long-sleeve top may be worn under the shirt, no visibly coloured clothing should show through. Jumpers will not be permitted to be worn without a blazer.

## Shoes

Shoes should be of plain black leather or leather-type, with plain black soles and black laces. Black suede, fabric or canvas type shoes, boots or trainer type shoes are not permitted. Shoes need to be comfortable enough to walk to school in and suitable to wear in wet weather. In winter, students may walk to school in boots, but these should be changed upon arrival at school.

**Please see separate page with shoe guidance.**

## Socks and Tights

Socks should be plain black or grey. Tights should be plain black.

### PE Kit (Boys)

Avanti PE shorts  
Avanti PE polo shirt  
White ankle length socks  
Avanti tracksuit bottoms (optional) or navy tracksuit bottoms  
Avanti football socks  
Avanti sweatshirt  
Sports trainers (not plimsoles)  
Football boots  
Shinpads (optional)  
Plain thermal base layer (for winter, optional)  
Appropriate blue or black waterproof  
Sweatbands (to cover any religious bracelets, bands that cannot be removed)

### PE Kit (Girls)

Avanti PE skirt or Avanti PE shorts  
Avanti PE polo shirt  
White ankle length socks  
Avanti tracksuit bottoms (optional) or navy tracksuit bottoms  
Avanti football socks  
Avanti sweatshirt  
Sports trainers (not plimsoles)  
Hair ties where required  
Football Boots  
Shinpads (optional)  
Plain thermal base layer (for winter, optional)  
Appropriate blue or black waterproof  
Sweatbands (to cover any religious bracelets, bands that cannot be removed)

## Piercings

Only one small, plain silver or gold-coloured stud in the bottom of each ear lobe is permitted. Nose piercings are not permitted at school.

## Jewellery

Only religious bracelets and/or necklaces will be allowed and with the exception of a pair of earrings no other jewellery will be permitted. Religious necklaces should be worn inside the shirt for safety reasons.

## Make-up

Make-up, including tinted moisturiser or concealer, is not allowed.

## False Nails

Excessively long nails are not suitable for school as they have been known to cause injuries to the student if they become caught or bent backwards during sporting activities. Only natural looking non-coloured nails are permitted.

## Hair

Extreme hairstyles are not allowed. Unnatural hair colours are not permitted. Borders and patterns, including a shaved parting, must not be shaved into the hair or eyebrows.

## Hoodies

Hoodies are not allowed to be worn in, or on the way to school and will be confiscated.



# Equipment & Uniform

## Boys Approved shoes



Leather shoe with laces



Leather shoe with laces

## Boys Non-approved shoes



Leather shoe with velcro



Leather (sports-type) shoe with laces



Leather (sports-type) shoe with laces and hightop

## Girls Approved shoes



Leather shoe with laces



Leather loafer-style shoe



Leather shoe with central support strap

## Girls Non-approved shoes



Ballet flat style shoes



Leather (sports-type) shoe with laces



Leather (sports-type) shoe with laces and hightop





# Behaviour Policy: Electronic Devices

- Only allowed to use electronic devices before or after school but not on school premises
- Mobile phones and electronic devices stored in lockers (not in clothing or bags)
- Mobile phones should be turned OFF upon entry to school gates
- Smart watches should NOT be worn to/from school

## 10. Electronic Devices

For the purpose of this policy, the electronic devices covered are mobile phones, tablets, gaming devices, and any wearable technology, including SMART watches, headphones and earbuds.

At Avanti Fields School we understand the importance of pupils carrying a mobile phone during their journey to and from school. Parents need to know that their children are safe and able to contact someone during an emergency. It is the recommendation of the school that if a pupil requires a mobile phone for contacting parents/guardians then they should purchase a non-smart device with a value of less than £25.

Whilst children are in school it is imperative that electronic devices do not hinder the learning environment. Pupils attending an Avanti school will only be allowed to use their electronic devices before or after school, but not on school premises.

The school will follow the procedures outlined:

- Mobile phones and other electronic devices will be stored in lockers. All pupils will be required to use a school-issued locker. They should NOT be stored in pupil's clothing or bags.
- Mobile phones should be turned OFF upon entry to the school gates.
- SMART watches should NOT be worn to/from school.

### Sanctions

Pupils who infringe the rules will have the following sanctions issued:

- Electronic devices will be confiscated by school staff, to be securely stored with our admin team until a parent is able to collect.
- Automatic C3 detention will be issued.
- Repeated infringements may result in requesting the electronic device not be bought into school or held with our admin staff throughout the day. Other sanctions may be applied as per our current behaviour policy.

**Put simply: not seen, not heard, not confiscated.**



# Behaviour Policy: Electronic Devices

- Electronic devices will be confiscated by school staff
- Taken to the admin team with students name to be securely stored
- Member of staff will log C3 immediately which will notify parents
- Parents can collect at 3.30pm from admin office
- NOT SEEN, NOT HEARD, NOT CONFISCATED

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### Sanctions

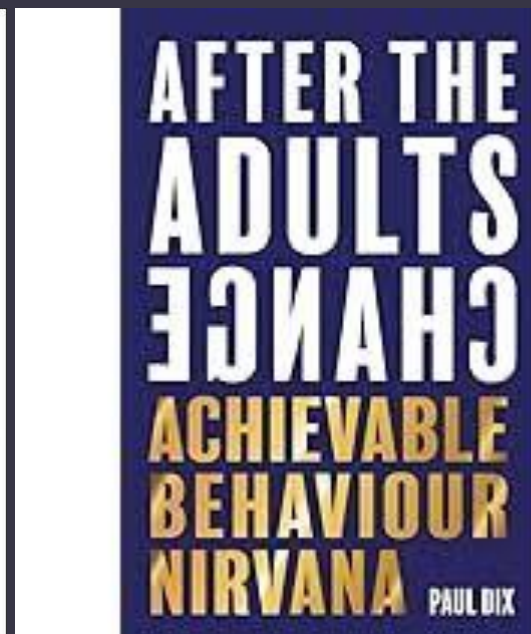
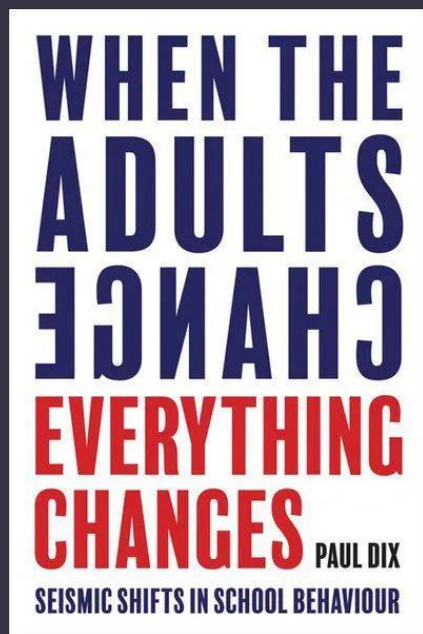
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# Paul Dix







# E-Safety

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- The internet can be amazing.
- Young people can use learning platforms, online gaming or expressing themselves and socialising.
- The internet can be a vital tool for these activities and can provide fantastic opportunities.
- We know that young people learn through experience but as parents, carers and professionals working together we know that we need to help protect them from harm.
- However, children may face negative consequences while 'being online' including cyber bullying, inappropriate/illegal images, and possible contact from strangers.





# Keeping our children safe online

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- It is important to have conversations with your child(ren) on a regular basis about staying safe online.
- Ask your child to tell you about the sites they like to visit and what they enjoy doing online.
- Ask them about how they stay safe online.
- Ask your child if they know where to go for help.
- Think about how you each use the internet.





# Keeping your child safe online:

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**1) Monitor viewing habits**

**2) Check online content** – understand what is being shared or what is ‘trending’ at the moment

**3) Check age ratings** – make sure your child(ren) is the recommended age-limit

**4) Change privacy settings** – make accounts private and set content filters and parental controls

**5) Spend time on the app** – get used to how apps work, what content is available and what your child likes to watch



# Keeping your child safe online:

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- 6) **Let children know you are there** – ensure they know there is support and advice available to them
- 7) **Encourage critical thinking** – talk about what people might post online and why some posts could cause distress
- 8) **Learn how to report and block** – always make sure children know how to use reporting tools on social media
- 9) **Keep an open dialogue** – listen to their concerns, empathise and offer reassurance
- 10) **Seek further support**



# Parental controls














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Parental controls allow you to **block and filter upsetting or inappropriate content**. They work across your WiFi, phone network, individual apps and devices.

## **Parental controls can help you to:**

- Plan **how long and when** your child(ren) can go online
- Create **content filters to block apps** that may have inappropriate content
- Manage the content different family members can see

## APPS AND THEIR AGE RATINGS

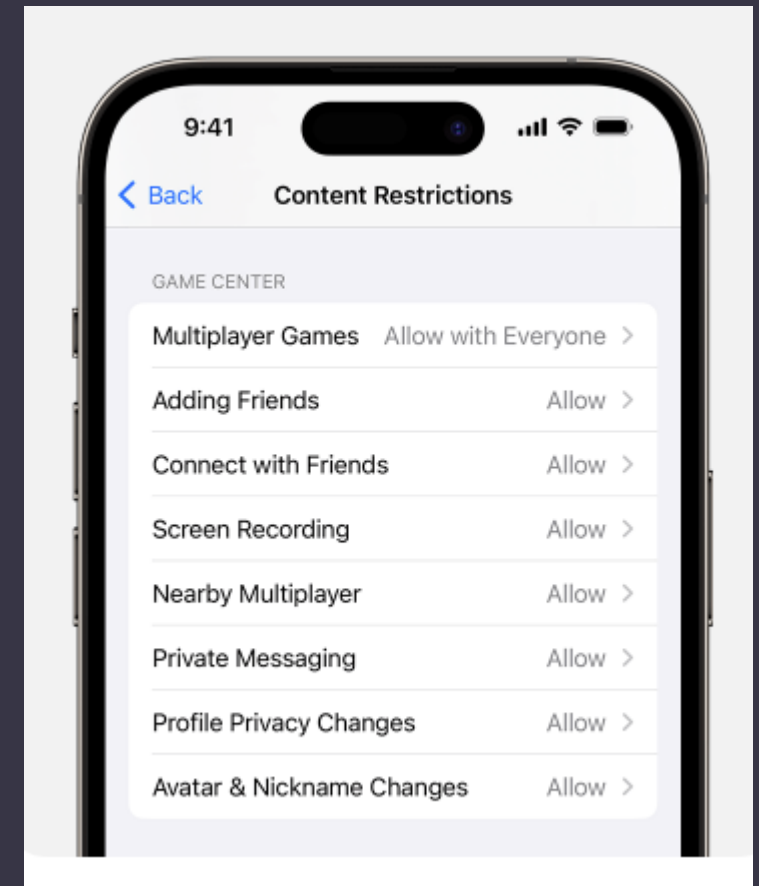
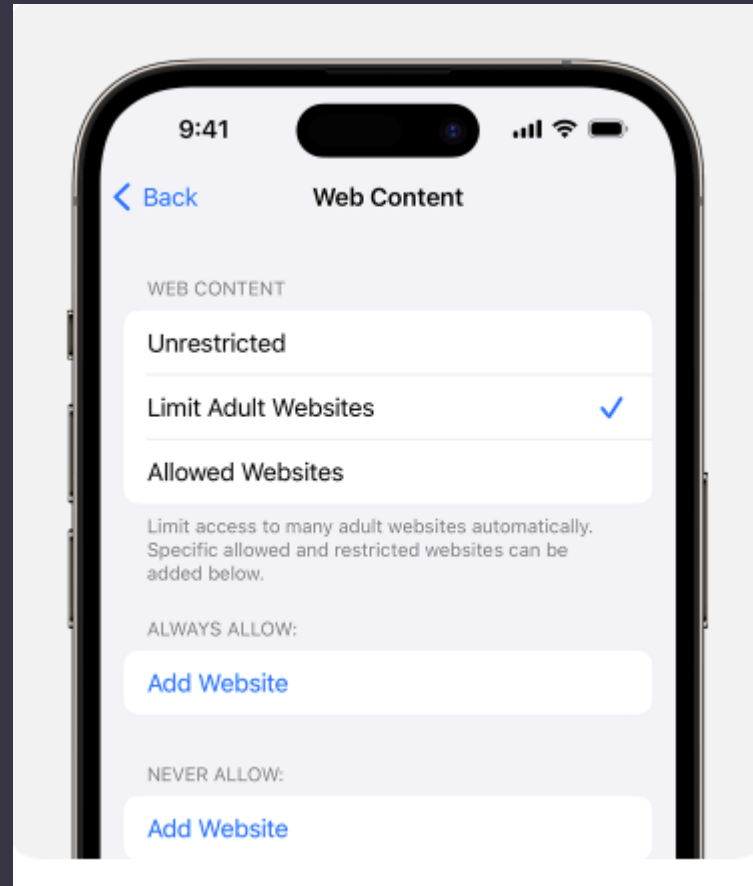
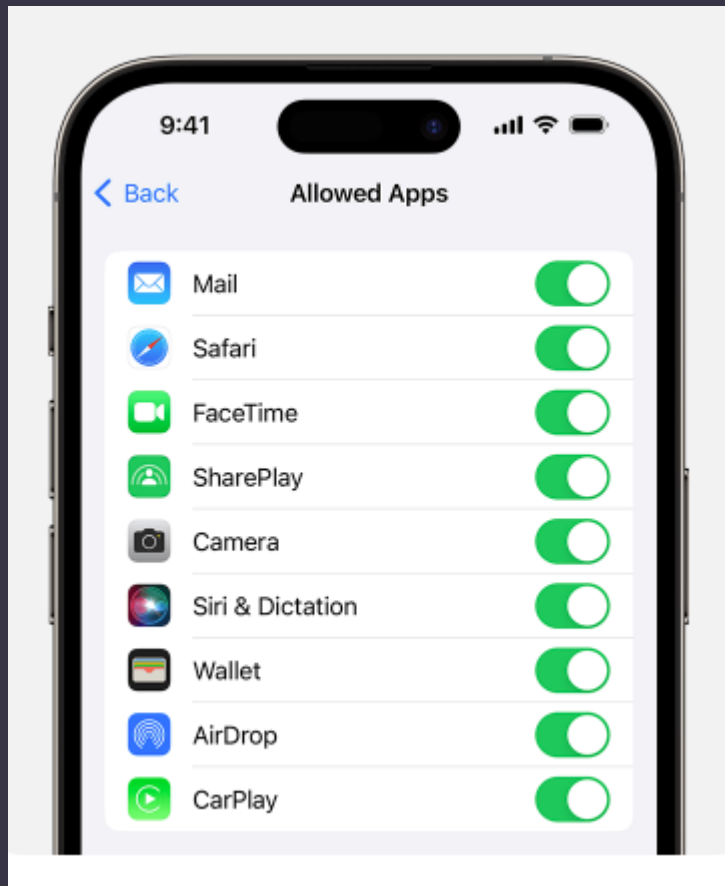
13+		16+	
 Facebook	 Snapchat	 WhatsApp	
 Instagram	 Twitter		
 TikTok	 Kik		
 YouNow	 Yubo		
 House Party	 Monkey		
		17+	18+
		 Sarahah	 MeetMe
		 YOLO	 LiveMe

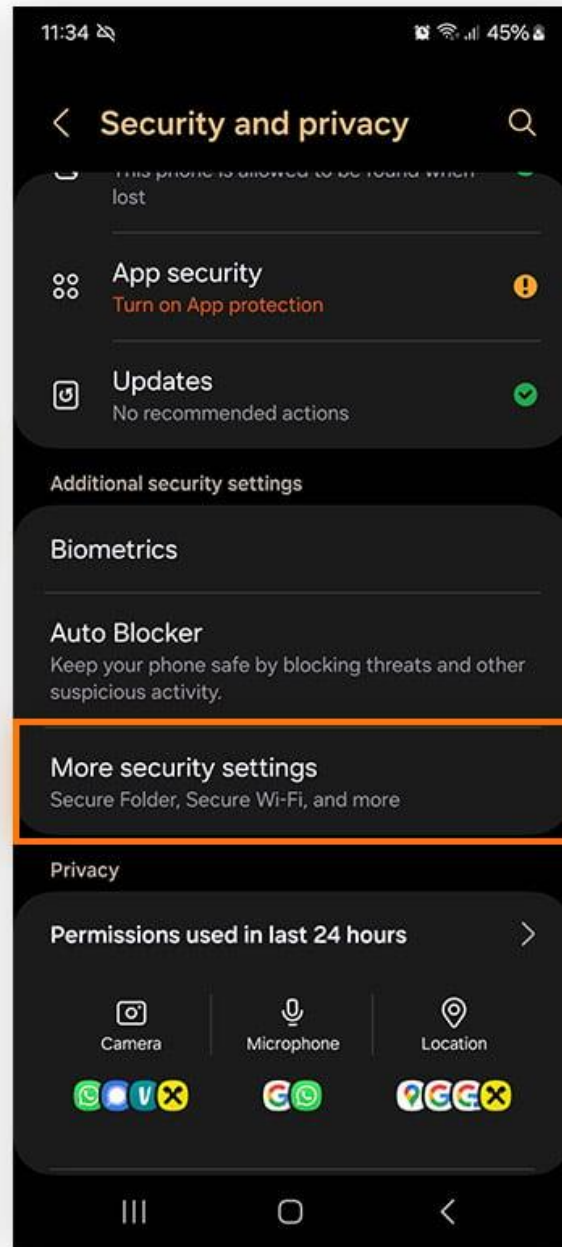
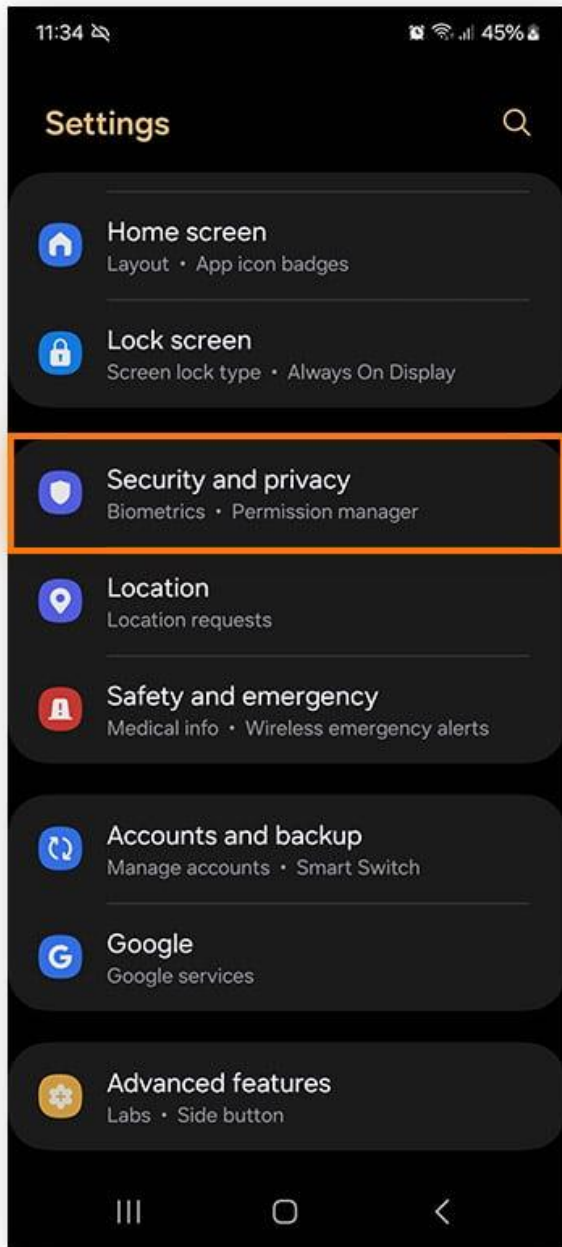
# Parental controls

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In children's eagerness to start enjoying new digital gadgets immediately, it can be easy to skip setting up the type of parental controls that can help to protect them online. If you don't sort those out from the very start, it can be an uphill battle – technologically and psychologically – to impose such controls later. Here's our rundown of what to look for when setting up the various internet-enabled devices that might be lurking under the tree at this time of year.

## IPHONE

If your child's lucky enough to be getting their own iPhone, parental controls can help avoid issues like screen addiction and unsuitable content. Go into the settings and scroll down to "Screen Time". From here you can customise important settings including time limits on using the device, communication restrictions and content blockers. You can also lock your changes behind a passcode.

## ANDROID

With Android devices, Google's Family Link app is your friend. You'll need a Google account – and a separate one for your child, which you should use when first setting up the device. Then, in Family Link on your own device, select "Add Child" and enter their account details. This lets you specify limits on daily usage, restrict certain apps, block particular content and more.

## PLAYSTATION

You can prep for a PlayStation before it's even unwrapped. At [myaccount.sony.com](https://myaccount.sony.com), create an account, then go to Account Management > Family Management > Add Family Member to set up your child's account, which you'll use to sign in on the console. You can restrict the age ratings of the games they can play and who they can talk to. On the PS5, you can make exceptions for any games you think are acceptable despite their high age rating.

## IPAD

iPad parental controls are identical to those on iPhones. However, if you've got a shared family iPad and want to ensure your children aren't seeing anything age-inappropriate after you hand them the device, there's a feature called Guided Access (under Settings > Accessibility > Guided Access). With this switched on, young ones can only use the app that's currently open.

## XBOX

The Xbox Family Settings app helps you manage which games your child can play (and when). You'll need to set up the console with your own account and then add a child's profile. It takes care

## NINTENDO SWITCH

Download the Nintendo Switch Parental Controls app on your phone, and you'll be shown how to link it to the console. Once that's done, you can limit how long your child can play each day, decide what age ratings are permitted and more. You'll also get weekly updates on how often they've used the device. These controls are accessible through the console itself, but the app is usually easier.

## WINDOWS 11 PCS

On Windows 11, account management is key. Set up the device with your own account as the admin. Then go to Settings > Accounts > Family and Other Users and create your child's account (if you've already done this on a previous PC, just log in with those details). Microsoft Family Safety (either the app or the site) then lets you control screen time, what content children can view and more.

## CHROMEBOOKS

Chromebooks' parental controls are managed via the Family Link app. Unlike an Android device, however, you need set up the Chromebook with your own account first, then add your child's. Go to Settings > People > Add Person and input your child's Google account details (or create a new account). Your child can then log in, and you can monitor what they're up to via Family Link.

## MACS

Like iPhones, parental controls for Macs are managed via the Screen Time settings. Again, the crux here is to set yourself up as the administrator before adding any child accounts. In the settings, look for Users & Groups to create your child's account, then – while on their profile – use the screen time options to place any boundaries around apps, usage and who your child can communicate with (and vice versa).

## SMART TVS

Smart TVs typically have their own individual parental controls. One of the most popular brands is Samsung – and on their TVs, you can control the content available to your child. In the Settings

# Parental controls





<b>Guidance Questions</b>	<b>Actions</b>	<b>Y/N</b>
<b>Have I asked my child to show me sites they use?</b>	Keep track of the webpages your child visits. This can be seen in the history settings. If you feel the history settings are cleared more than they should be then monitor closely. In your own time browse through the sites in detail.	
<b>Have you asked your child to set their profile settings to private.</b>	Social networking sites such as Facebook and Instagram, are used by children to share information, photos and just about everything they do! Encourage your child to set their privacy settings to private. They need to think about the information they post online as it could be copied and pasted anywhere without their permission. If it got into the wrong hands, somebody may wish to use it against them or worst of all try to locate them in the real world.	
<b>Have you set appropriate parental controls on your child's computer, mobile and games console.</b>	Always use filters on computers and mobiles. This reduces the risk of your child viewing inappropriate and possibly illegal content. The level of filters can be decided depending on your child age. You can also set time restrictions for using the internet or games. Call your service provider who will be happy to assist or visit CEOP's parent's site for further information. Explain to your child why you are setting parental controls when you talk to them about internet use.	
<b>Encourage your child to tell you if they are worried about something online.</b>	Sometimes children get into situations online where they don't feel comfortable or see something they don't want to see. By opening up the communications channel and talking to your child about the internet, their favourite sites and the risks they may encounter, they are more likely to turn to you if they are concerned about something.	
<b>Do you know where to get help if you are concerned about your child?</b>	The CEOP Safety Centre provides access to a range of services. If you are concerned that an adult has made inappropriate contact with your child can report this directly to CEOP. You can also find help if you think your child is being bullied, or if you've come across something on the internet which you may think might be illegal.	

Visit the Safety Centre at [www.ceop.police.uk/safety-centre](http://www.ceop.police.uk/safety-centre)



# Further support and guidance





# Anna Freud





### shout 85258

Shout offers confidential 24/7 crisis text support for times when immediate assistance is required  
Text "SHOUT" to 85258 or [visit Shout Crisis Text Line](#)

### SAMARITANS

[Samaritans](#) 24/7 365 days a year - they are here to listen and provide support  
Call: 116 123 or email: [jo@samaritans.org](mailto:jo@samaritans.org)

### Crisis Tools

[Crisis Tools](#) helps professionals support young people in crisis - short accessible video guides and text resources  
Sign up for free resources [here](#)

### PAPYRUS PREVENTION OF YOUNG SUICIDE

[Papyrus](#) provide confidential support and advice to young people struggling with thoughts of suicide, and anyone worried about a young person  
Call: 0800 068 41 41 or Text: 07860 039967 (opening hours 9am to midnight – 365 days a year)

### childline

ONLINE, ON THE PHONE, ANYTIME

[Childline](#) confidential telephone counselling service for any child with a problem  
Call: 0800 1111 anytime or [online chat with a counsellor](#)

## Urgent and other support available

### Good Thinking

[Good Thinking](#) is London's digital wellbeing service and provides a range of resources for young people to help improve mental wellbeing including free NHS-approved apps

### THE MIX Essential support for under 25s

[The Mix](#) provides free, confidential support for young people under 25  
Call: 0808 808 4994 (11am – 11pm every day) or [Email](#)

### Beat Eating disorders

[Beat](#) provide support to help young people who may be struggling with an eating problem or an eating disorder  
Call the Youthline (under 18's) 0808 801 0711 or Studentline 0808 801 0811 (9am – 8pm during the week and 4pm – 8pm on weekends and bank holidays)

### kooth

[Kooth](#) is a free, safe and anonymous online mental wellbeing community including live chat with the team, discussion boards, magazine with helpful articles and a daily journal a magazine