



# BEESTON HALL SCHOOL

## 9a Behaviour Policy

**Date:** 2023-2024

**To whom it applies:** Reception to Year 8 Pupils

**Responsibility for the Policy:** Bob Hammond and Bec Cowan

**Aims and Objectives of the policy:** To ensure that pupils and staff understand what levels and  
Types of behaviour are expected in the Beeston community.

**Legislation, Guidance and Resources:** Equality Act 2010,

**List of other school Policies referred to:**

**This Policy can be viewed at/on:** The school website.

**Acronyms used:**

**Appendix:** NA

**Reviewed and Evaluated by:** Bob Hammond, September 2023

**Monitored by:** Fred de Falbe, September 2023

**Implementation of the Policy:** On going by all staff.

**Next Review:** September 2024

## Contents

1. Introduction	Page 3
2. Discipline	Page 3
3. Reward System	Page 4
4. Promotion of Scholarships	Page 5
5. Support Book - Promotion of positive behavior	Page 5
6. Promotion of roles of responsibility	Page 5
7. Sanction system	Page 6
8. Community Service	Page 7
9. Removal of computer privileges	Page 8
10. Detention	Page 8
11. Suspension and Expulsion	Page 8
12. Pre-Prep rewards and sanctions	Page 10
12.1 Aims	Page 10
12.2 RULER	Page 10
12.3 Sanctions	Page 12
12.4 Behaviour management strategies	Page 14
13. Reasonable adjustments for SEND	Page 14
14. Corporal punishment	Page 14
15. Support systems for pupils	Page 15
16. Liaison with parents and support staff	Page 15
17. Disciplinary action	Page 15
18. Guidelines for staff	Page 16
19. Transitions	Page 17
20. E Safety	Page 18
21. Conclusion	Page 19

## 1. Introduction

**Respect   Responsibility   Awareness   Forgiveness   Kindness   Determination   Politeness**

Everyone at Beeston has a responsibility to make Beeston a good place to be. A good place is one where people can feel safe and where people are thoughtful, respectful and courteous towards others. It is a place where people can take care of themselves and others – this includes possessions as well as their feelings.

Staff should provide appropriate social models within the school and their behaviour should reflect the values and attitudes that we expect of the children. Encouraging social skills and good manners is a matter of reinforcing the positive as well as correcting the negative! Our instruction, praise and example should aim to create an environment in which the following examples of basic polite behaviour are developed and generally encouraged:

- Open doors for others – especially adults or those carrying loads.
- Always stand when an adult enters the room.
- Avoid talking to others with hands in your pockets.
- Avoid interrupting when people are talking.
- Listen carefully when people are talking to you and always try to make eye contact.
- Avoid walking between others who are talking.
- Greet people that you know when passing them.
- Always show your appreciation if someone has done something for you – a thank you may suffice, although if it has been something quite special a letter of thanks is always appreciated.
- Use words such as 'Please' or 'Thank You' – remember they don't take long to say but can say a lot about you!

**Politeness and Courtesy is a matter of *being aware* of others and taking an interest in them.**

## 2. Discipline:

In a well-run community with a positive environment and extensive opportunities for purposeful activity, conduct and discipline will not present regular difficulties. Discipline has to exist, and this has to be seen to be firm but fair, as fairness is always paramount in a child's mind. Most children will pass through school without being involved in disciplinary action. For most children a word of advice or caution is sufficient. In all cases it is hoped that good discipline is maintained via mutual respect

between staff and pupils, and where necessary in conjunction with the parents, whilst there is awareness on behalf of the children themselves as to why discipline or school rules are necessary within the community.

#### **School Rules:**

All school rules are based on the following premises:

- ***“Common sense prevails at all times.”***
- ***“Treat other people as you would like to be treated yourself.”***

School rules as such do not exist; heavy emphasis being always put on the application of common sense. There are, however, several ‘by-laws’ to help in the running of the school.

1. Swapping and lending of personal belongings is discouraged and only ever allowed with specific permission from a member of staff. The buying and selling of belongings is forbidden.
2. Children should not have money at school. Year 8 children may obtain cash from the boarding staff on Sundays to spend in the local village. Day pupils are not allowed to bring cash in.
3. There should be no home tuck brought into school.
4. The following places are out of bounds unless a member of staff is present to supervise: swimming pool enclosure, the rifle range, fire escapes and offices. In addition, hazardous areas and activities are censured i.e. climbing trees, playing around cars, entering workshops or science labs unattended. In all cases children are made aware of why such areas are out of bounds or censured.
5. Loss of personal property and damage to any property should always be reported to staff. It is recommended that all valuable articles be engraved.

### **3. Reward System**

#### **Merits**

We operate a reward system of merits, for both academic and citizenship.

**Academic Merits** are awarded for excellence of work or effort in the classroom and in free time. It is particularly good to reward independent work.

**Citizenship Merits** are awarded for any act that is deemed to add something to our community. It may be an act of kindness, politeness or helpfulness. There are no hard or fast rules; it is in the judgement of the member of staff as to whether one is deserved.

**Super Merits** are awarded for both academic and citizenship and are for outstanding piece of work or effort or similarly an outstanding act of kindness or behaviour that makes a difference to the school community . A certificate is given to the child who in an Headmaster's awards assembly.

The Form Tutor will also email the child's parents letting them know of their child's achievement.

#### **Displayed work**

Children always enjoying seeing work they are proud of or have completed themselves or in a group.

#### **Boarding House Merits**

To help promote positive behaviour in the boarding house, there is also a merit system. These merits are given out by the boarding team in recognition of good citizenship.

#### **4. Promotion of Scholarships**

Children awarded scholarships are congratulated by the Headmaster in front of the rest of school in an Assembly or gathering, such as lunch. Their names are put on our scholarship boards in the Dining Room; all scholarships are listed on the website and regular newsletters inform parents of any scholarships awarded.

#### **5. Support Book – Academic and Citizenship**

If there is a child who is regularly in trouble for low level disruption or for poor effort in a certain subject or just in general they may be placed on a support book. The support book helps to emphasise the areas where the child is performing well. The teachers only write down positive comments and the Form Tutor/Housemaster can then see the positive comments and praise the child. The Support book has targets set out at the front and each member of staff signs and comments on the effort, with regard to the targets, that the child has given in lessons. The Form Tutor is then able to discuss strategies for improvement and show any patterns of negative behaviour to the child. The time span for such a book is no more than two weeks.

#### **6. Promotion to roles of responsibility:**

- Prefect
- House Captain
- House Games Captain
- Form Captain and Vice-Captain
- Library Monitors
- Green Team members
- Chapel Monitors

## 7. Sanction System

### Strikes

Strikes are our first level of sanction at Beeston Hall and can be awarded by any member of the school staff if a pupil displays an action that is not in keeping with the aims that we as a School community have for each child. Walking through a door before an adult, being untidily dressed, displaying poor manners in the dining room are all examples of where a pupil may gain a 'strike'. When a pupil gains 3 strikes, he or she is automatically awarded a 20-minute reflection period as this equates to a de-merit.

### De-merits

De-merits are also given for Academic or Citizenship matters. Citizenship De-merits are to be given for poor behaviour in and out of class. Academic De-merits should just be for poor standards of work, not poor behaviour in class.

### The De-merit process:

#### For Years 3 - 8:

- The teacher awarding the de-merit should (where appropriate):
  - Have given the pupil advance warning that said pupil is close to being awarded a de-merit. This is to allow the pupil an opportunity to change their behaviour or make good whatever the staff member has given the warning for.
  - Inform the pupil there and then if it is a behavioural issue that they are receiving a de-merit and why that is the case.
  - If awarding the de-merit for an academic reason write the de-merit on the pupils piece of work so that the pupil is aware of it the next time they open up their book.
- The new 'isams' system means that any pupil who receives a straight de-merit results in the Deputy Head Pastoral and the respective form tutor receiving e mail notification straight away. The form tutor should then speak with the pupil about the situation.
- A De-merit carries a 20 minute 'reflection period or community service' to take place either in morning break or after lunch to be supervised by the Deputy-Head Pastoral or another member of the SLT.

**Note:** Parents don't currently receive notifications from isams regarding strikes and de-merits however, some parents have asked for this.

### Reflection Periods

The aim of the reflection period is for that child who has received a de-merit (or has gained 3

strikes) to reflect on their behaviour (See Reflection sheet at the end). Or, they may have been given a de-merit for poor standard of work and they will use the reflection period to re-do and improve that piece of work. One de-merit equates to a 20 minute period, 2 de-merits equates to a whole morning break (40 minutes (and three de-merits equates to a Saturday 4.45pm – 5.45pm detention period).

### **8. Community service**

This is the chance for a child to step up to their responsibilities and spend some free time making the school a better place. The member of staff giving the sanction must make sure that the child is fully aware of:

- What they have done wrong
- Why it is wrong
- What the Sanction is
- How long the Sanction lasts
- How the Sanction will end

The teacher awarding community service will record the Sanction on the pupil's profile on isams. A de-merit must also be issued however, no reflection period needs to take place as the pupil has already had a loss of his/her free time. Examples of what community service should be awarded for are:

- a child who graffiti's something should be responsible for removing it.
- A pupil who consistently leaves their games kit all over the changing room floor should be asked to spend their break time clearing the changing rooms up.

### **Other sanctions that may/can be used.**

Pupils may have:

- their opportunity to play in school matches withdrawn
- May be withdrawn from a games session to catch up any work that they haven't completed.
- May have their weekly ice cream privilege removed (Summer Term and first half of Michaelmas Term) if they have received 3 strikes in the week leading up to the ice cream van (currently coming on a Thursday. This is not the same as a child receiving a straight de-merit. Three strikes means that a child has made 3 poor choices rather than just one bad decision. If a child misses out on his/her weekly ice cream due to receiving 3 strikes, no reflection period is due to be carried out.

### **9. Removal of computer privileges**

This is done on a case-by-case basis and the members of staff responsible for monitoring the school's network Bob Hammond Deputy Head (Pastoral) and Holly Davies (DSL) monitor Impero (school

monitoring programme) daily and 'officially' weekly for any infringements. The Deputy Head (Pastoral) goes through the Acceptable Use Agreement to ensure that the child knows where they have gone wrong so that they can learn from their mistake. Depending on the severity of the infringement the sanction could simply be a 'strike', it could be a de-merit or it may require further investigation and may result in the removal of computer privileges for a set period of time.

If there has been a serious abuse of the system and of the acceptable use guidelines more serious consequences may be required to help the pupil learn from their mistakes.

#### **10. Detention**

When a child has received three de-merits they will sit a detention. A child may also be given a straight detention.

- The detention is in the Deputy Head's office on a Saturday evening between 4.45pm and 5.45pm with one of the Deputy Heads.
- The Deputy Head will set work which will help the child learn from the issue, or if the detention is subject based then the pupil may be doing a particular piece of work for that subject.
- Detentions lasts 60 minutes and when this is completed the pupil's 'slate' is wiped clean.

The Form Tutor contacts parents/guardians to let them know that the child has received 3 de-merits or a straight detention and briefly outline what the school will do to help the child.

#### **11. Suspension & Expulsion**

In extreme cases it may be necessary to take measures which may result in a pupil being suspended or excluded. We believe that when an allegation of severe infringement of the school rules exists against a pupil, it may be in the pupil's interest to stay away from school while the matter is being investigated.

The Headmaster will always be involved in the process of suspension or expulsion.

- For offences such as consumption of alcohol, smoking, stealing and severe bullying, suspension from school will be the usual sanction and a pupil may be permanently excluded in extremely serious cases.
- Persistent infringement of school rules and norms of behaviour may result, after warnings and



suspension, in permanent exclusion.

- The Governors may exclude a pupil from school if the fees remain unpaid after due warning being sent to parents. If a child has been excluded from school, he or she may be allowed to return to sit an external examination for which he or she has already been entered.

### **Types of Suspension**

- **Internal Suspension** – is the next stage after a child has had a detention and continues to behave and conduct themselves in an unacceptable manner at school. This is where a pupil will spend a period of time working (a morning, an afternoon, the whole day or potentially longer) in isolation with a member of the SLT overseeing them. Parents are made aware of this. If a child continues in the same vein then the next stage would be a longer internal suspension.
- **External Suspension** – this sanction is to be used if a child continues to behave in a way that is unacceptable to our community and has already carried out two internal suspensions. The period of time that said child is suspended is at the Headmasters discretion however, it should be a minimum of two school days. Parents are informed of the situation however, the suspension is generally with immediate affect depending on parental logistics (ie overseas boarder).
- **Permanent Exclusion** – is only appropriate if a child has carried out a single act of behaviour that is so inappropriate the Headmaster and SLT feel said child should no longer be a part of our school community. Or, said pupil has already reached the threshold of all of the previous and earlier sanctions and none of these sanctions seem to have had the desired effect.
- Permanent exclusion is rare and is not taken lightly however, in all cases, the good of the school community must come above a single member of it. In the case of a pupil who has been through all of the previous stages (detention, two internal suspensions and an external suspension) parents will have been made aware of this procedure at the 2<sup>nd</sup> internal suspension stage both orally at a meeting and physically in writing.

## **12. Pre-Prep rewards and sanctions**

### **12.1 Aims:**

In our Pre-Prep we believe that Children need to develop socially, academically, and personally. We feel that children develop positive behaviours when they experience;

- clear and high expectations
- good role models in both children and adults
- clear and consistent boundaries

For the behaviour of our children to be consistently outstanding we aim to ensure that;

- Children's positive attitudes to learning are encouraged
- Parents, staff and children are positive about behaviour and safety
- Pupils' behaviour outside of the classroom when travelling around the school or at break times is almost always impeccable.
- Pupils' pride in the school is shown by their excellent conduct, manners and punctuality when meeting visitors or on school trips and visits
- Pupils are aware of different forms of bullying and actively try to prevent it from occurring. Bullying in all its forms is rare and dealt with highly effectively
- Skilled behaviour management that consistently follows our behaviour policy and procedures is employed by all staff who teach our Pre-Prep children to make a strong contribution to exceptional behaviour for learning
- All groups of pupils feel safe at school at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe.

## **12.2 RULER**

A key part of our pastoral offering at Beeston Hall School, is the RULER system for emotional intelligence. RULER is an 'evidence-based approach for integrating social and emotional learning into school'\* as developed by the Yale Center for Emotional Intelligence. RULER teaches the necessary skills to recognise, understand, label, express and regulate emotion in an effort to grow emotional intelligence. The children within the Pre-Prep, and across the school, partake in a progression of key activities throughout the year. In September, they begin with the development of a 'Class Charter', outlining the feelings the children wish to experience within their class, including an actionable step to ensure they are able to feel as such each day. We then introduce the 'Mood Meter', a simple four-quadrant chart which allows the children to plot their current emotion based on the levels of pleasantness and energy behind their emotion. The simple act of placing oneself on the 'Mood Meter' has been proven to aid children in being reflective about their current emotion and to notice how it might impact their behaviour. Later in the year we introduce the 'Meta-Moment' for responding to

triggers by imagining one's 'best self' and finally we teach the children how to develop their own 'Blueprint' for reflecting upon and resolving conflict. With time and supported practice, each of these 'anchors' of RULER begin to be utilized by the children on a daily basis and developed upon during PSHEE sessions.

\*<http://ei.yale.edu/ruler/ruler-overview/>

**In the Pre-Prep, we establish a consistent approach to behaviour management through:**

- established, agreed and understood class charters developed through RULER curriculum at the start of the year
- established rewards
- established sanctions
- children's understanding that they are responsible for their own behaviour

**We will encourage positive behaviour through whole school strategies:**

- Weekly RULER sessions
- Celebration assemblies - where individual children celebrate their successes and receive Super Merits
- Sharing of excellent behaviour with parents via Tapestry
- School house system achieving academic and citizenship merits
- Weekly PSHEE assembly covering topics such as bullying, friendship and internet safety
- Positive reinforcement of good behaviour
- Working closely with parents.
- Class teachers will share any concerns with parents to encourage consistency of approach, agreed understanding and support for the child. Systems for regular communication may be put in place, which will also involve the child.
- In case of dispute between pupils all pupils involved will be supported and encouraged to find solutions using the blue print strategy.
- Teachers will encourage use of RULER strategies for self-regulation such as the mood meter and meta-moment.

- Children may get to meet with Deputy Head or Head Master to discuss their excellent attitude to learning and receive a special Super Merit from them.
- In the Pre-Prep we also have a 'special person' for each class every week who gets allocated special privileges such as sitting on a special cushion on the carpet, being at the front of the line, collecting the snack and selecting the story at the end of the day. This promotes each child's self-esteem.
- They receive compliments from their peers at the end of the week which will include a compliment from the staff about their behaviour and attitude to learning.

### **Class, group and individual strategies (based on the needs of the children in each class)**

- verbal praise
- annotated stickers referring to specific achievement
- head teacher/head of department stickers
- allocation of responsible tasks, such as collecting the snack
- 'marbles' in the jar: this is a class reward. Once the jar is full the class have a chosen treat.
- Behaviour Support Plans
- Individual sticker charts
- Time out to complete meta-moment and return when able to 'conform'.

### **12.3 Sanctions**

**Stage 1:** General disturbance: look - proximity, periphery praise

**Stage 2:** Polite reminder: 'listen, thank you', reinforce: give choice

**Stage 3:** Move child to an alternative part of the classroom, near an adult to support them to make positive behaviour choices. Teacher may identify where the child is on the class mood meter and remind them of class charter

**Stage 4:** Move a child to a thinking corner in their own classroom (Reflection time using RULER resources to identify where they are on the mood meter and complete a meta-moment if necessary with adult. This may or may not require adult support based on the needs of the child)

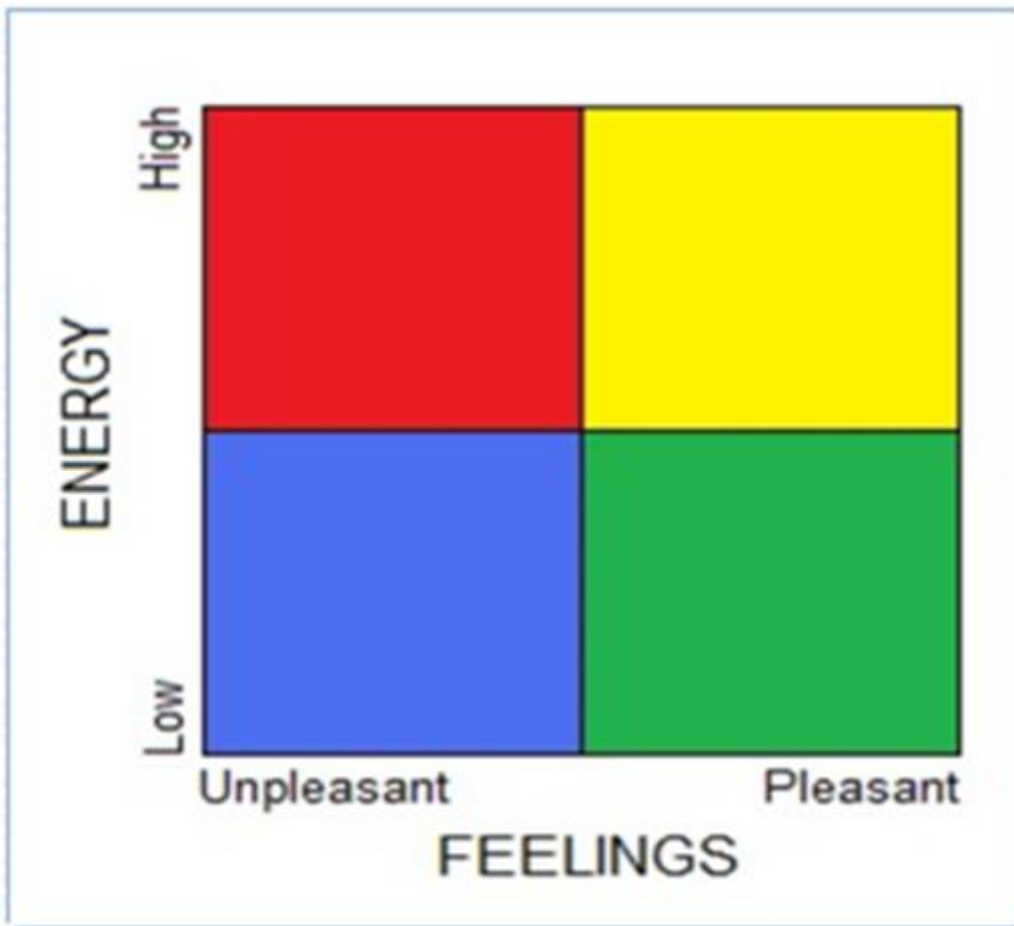
**Stage 5:** Move a child to a neighbouring classroom – thinking corner (Reflection time as above). Behaviour recorded on ISAMS. Parent informed by class teacher by phone/email or at pick up depending on the severity of the disruption.

**Stage 6:** Sent to Head of Pre-Prep or Deputy Head Master. Parents telephoned.

## Consequences

In line with our whole school RULER approach we will ensure that there are suitable learning consequences if a child reaches Stage 4 or earlier if deemed necessary by staff. These will be based upon restorative principles and 'learning' consequences.

As a guide, teachers may use some of these learning consequences based on the RULER mood meter Image to be edited:



### 12.4 Pre-Prep behaviour management strategies Class, group and individual strategies

- 'Class agreements' established at the beginning of academic year decided by class and signed by each child and adult
- 'Give me 5' learning behaviours established and revisited regularly.
- verbal praise
- merits/super merits
- allocation of responsible tasks
- Individual star charts (after discussion with parents and child)

- Time out to regroup thoughts and return when able to 'conform'.
- Verbal disapproval/disappointment expressed in a calm manner, reinforced through the expectations of a 'Beeston child'. The behaviour is discussed. The child is not labelled.
- Discussions with all children concerned, facilitated by an adult, to find solutions through negotiation and compromise.

### **13. Reasonable adjustments for SEND**

Our duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities mean that every member of staff is aware of the children with SEND and the methods that can be adopted to let the child achieve and go beyond their potential. Reasonable adjustments are made in order to make sure the rewards and sanctions process is accessible to any child with SEND. These are in conjunction with the Deputy Head (*Pastoral*) and the Head of Learning Support and are on a case-by-case basis.

### **14. Corporal punishment**

Corporal punishment is prohibited at Beeston Hall School. The prohibition includes the administration of corporal punishment to a pupil during any activity, whether or not within the school premises. The prohibition applies to all 'members of staff'. These include all those acting in loco parentis, such as unpaid, volunteer supervisors.

Teachers at Beeston Hall School may follow the physical restraint policy in order to have 'physical intervention' to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child).

### **15. Support systems for pupils**

We are able to offer the children lots of different avenues of support which include:

- Tutors
- Houseparent
- Deputy Heads
- Matrons
- Independent Listener
- Friends
- Prefects
- Circle of friends
- Headmaster

#### **16. Liaison with parents and support staff**

The school has an excellent relationship with the parents of the children at Beeston Hall. The communication methods used range from emails and phone calls to conversations by the touchline to scheduled meetings. Relevant communications are recorded on the internal Management System as well as communicated verbally or by email to make sure all relevant staff are aware of conversations and the subsequent actions initiated. The parents' opinions and thoughts are always welcomed.

Communication with support staff is very important so that all of the school staff can work as a team in order to help the children in all aspects of their schooling. Regular meetings and communications via email help all the members of staff stay informed.

Communication with other agencies takes place on a case-by-case basis. The Form Tutor should always be the lead contact unless it is a safeguarding issue (cases overseen by the Designated Safeguarding Lead) or medical issue (cases overseen by the School Nurse).

#### **17. Disciplinary action against pupils who are found to have made malicious accusations against staff.**

There will be a variety of outcomes which will be decided by the Headmaster and will include:

- Advice and support for the member of staff and, where appropriate, establishing a course of action to help the member of staff.
- Advice and support to the child in trying to change his/her behaviour.
- A supervised meeting between the member of staff and the offender to discuss their differences and the ways in which they may be able to avoid future conflict.
- A disciplinary sanction against the child laid out in the Rewards and Sanctions Policy.
- In a very serious case the child may be required to leave the school permanently.
- Action to break up a "power base".
- Moving either the child to another tutor group after consultation with the pupil, his/her parents and the relevant staff.
- Involving Social Services or the Police.
- Notifying the parents of the child about the case and the action which has been taken.
- Such other action as may appear to the Headmaster to be appropriate.
- Noting the outcome in the School Information Management System, on pupil files and in the Major Sanctions record.

**18. The following notes are guidelines for the Staff:**

The most important part of discipline is consistency – the same rules and sanctions should be applied whichever child or member of staff is involved.

For minor offences a 'ticking-off' is sufficient, along with an explanation of why the rule applies.

Prefects are appointed to help and oversee the running of the school. It is hoped that they will act as role models for the remainder of the school to follow. Whilst having no right to punish or discipline children themselves, they are expected to report misconduct and, wherever possible, ensure that the school rules are applied. All strikes, demerits, detentions, community service and misdemeanours during the day are recorded, on the school management system and monitored by the Deputy Head (*Pastoral*).

All punishments during boarding time are recorded in the boarding house and monitored by the Housemaster.

The school defines 'serious misbehaviour' as a suspension, for any length of time, or expulsion, and will keep records for 5 years after the child has left Beeston Hall School.

**Broad Guidelines:**

It is the responsibility of members of staff to:

- Uphold the decision of the Headmaster and/or Governors to suspend/exclude a pupil.
- Refrain from all public comment on any suspension/exclusion.
- Ensure that the work of the school continues as normal.
- To aid in the transition of the pupil back into the community after suspension.

It is the responsibility of pupils to:

- Refrain from any activity that may lead to suspension/exclusion.
- Co-operate with the school whilst any investigation is taking place.
- Accept the sanction of suspension/exclusion if applied.
- To work with the staff in their transition back into the school community after a suspension.



It is the responsibility of parents to:

- Cooperate with the school whilst any investigation is taking place.
- Uphold the decision of the Headmaster and/or Governors.
- To support the staff and their child in their child's transition back into the school community after a suspension.

#### **19. Transitions:**

We believe that the children should be accountable for their actions, whether they are positive or negative. This means that they are able to learn from their actions.

If a child receives a sanction of a demerit they will spend a 'reflection' period with either of the Deputy Heads for 20 minutes during a breaktime where they will answer several questions, reflecting on why they are there and what they would do differently next time. Their Tutor will also catch up with them to explain how and where they went wrong. The child will be monitored and supported to help the child learn from his/her mistake.

If a child is a suspected victim of bullying or a suspected bully or there is a suspicion that this may be the case, they will be placed on the daily pastoral update and all staff will be asked to monitor his/her behaviour and interactions. Further discussion and decision about the next steps will take place with various parties depending on the nature of the situation once things have been investigated and become clear.

#### **20. E Safety at Beeston Hall School**

E Safety is taken very seriously and we provide the school pupils and staff with preventative measures, monitoring, support and education of risks and dangers. Thankfully at Beeston most indiscretions are of a minor nature and we are aware of the balance that must be maintained between providing the fantastic opportunities of the internet and keeping the children safe online.

What the school does:

##### **Education**

- Every pupil in the school completes an e Safety unit of work that last 6 lessons as part of their PSHEE programme of Study. This is recorded for our records and is appropriate to their Key

Stages. Topics covered include Safety Online, Cyber Bullying, use of emails, Social Media and scams/viruses to look out for. The emphasis is on being safe and getting help if required.

- The school has regular visits from external professionals to speak to the pupils about safety in the digital world. Previous talks have been by Senior School Teachers, Norfolk police and E safety specialists (Karl Hopwood)
- In tutor groups and as part of PSHEE, e Safety is covered as part of our pastoral care. Each year we recognise as a school National Internet Safety Day/Week
- Children are taught in a variety of lessons and/or PSHEE lessons how to use emails and the internet correctly and safely.
- At the start of each School Year the pupils cover and agree to an Acceptable Use Agreement. This covers the standard of behaviour and use that is expected of the children when using the Beeston Hall network. A copy may be found on the School Website. This is also reinforced throughout the teaching year.

### **Security**

The school uses sophisticated and regularly updated security and filtering systems.

- Instead of relying on one system we have five layers of protection in place.
- The first of these is 'Watchguard' Security, a piece of hardware connected to the Server which controls incoming and outgoing internet/email traffic, blocking at source unsuitable websites/emails.
- Trend Business Security Software is layered on top of this to deal with more filtering and protection.
- Impero Management Systems utilises remote access control to block and filter real time web traffic and monitor the use of the internet.
- Google Safe Search and Google Management Console filters web content on web browsers.
- Active Directory on our Windows Server System helps control and filter user access.
- Lastly, and very importantly, staff make regular checks during breaktimes.

### **Monitoring**

- A monitoring log is compiled, and pupils are made accountable for any indiscretions during the previous week and support/advice is given to them by the Deputy Head Pastoral, and pastoral care staff.
- Pupils are made aware of the monitoring that takes place and that they may lose their rights to use their Beeston network in their free time if they use the equipment incorrectly. Other sanctions may be used and are outlined in the school e-safety policy.

**21. Conclusion:**

At Beeston Hall we wish to promote:

- Respect and consideration for others (pupils, staff and the wider community).
- The right to live and learn in an ordered and caring community.
- Care for the environment.
- The welfare of all people in our community.
- Manners and a high standard of appearance.
- Self-discipline.
- Fundamental British values