



Using External Expertise to Enhance Online Safety Education

Guidance for Education Settings

**| UK Council for
Internet Safety**

Using external expertise to enhance online safety education 2022

This guidance replaces **Using External Visitors to Support Online Safety Education**, which was first published in July 2018.

The review and production of this guidance has been carried out by the UKCIS Education Working Group, a voluntary collaboration of experts working on online safety in education with leading roles in policy, standards, training or provision of resources.

This guidance was last updated and published in September 2022.



Llywodraeth Cymru
Welsh Government

Contents

| | |
|---|-----------|
| Introduction | 4 |
| Guidance structure | 5 |
| Part One: Guidance for using external expertise to support online safety education | 6 |
| Benefits of using external expertise | 6 |
| How to use external expertise effectively | 7 |
| Selecting appropriate external expertise: what to consider | 8 |
| Content | 9 |
| Safeguarding considerations | 13 |
| Part Two: Organisers Responsibilities | 16 |
| Questions to consider when using external resources to support setting-led delivery | 17 |
| Questions to consider when using external speakers to provide content delivery | 18 |
| Annex A: Suggested booking form | 23 |
| Annex B: Considerations for external speakers | 25 |

Introduction



This guidance will support education settings who want to use external expertise to enhance their online safety education.

‘External expertise’ is the use of visitors or speakers who are not regular staff members, or the use of externally provided resources, to support the planned delivery of any curriculum or awareness raising activity. For example, visitors representing national or local organisations and agencies, independent consultants or individuals, or resources provided by charities, agencies or private organisations.

This guidance will help education settings to adopt a proactive approach to online safety education within the curriculum and how best to use external resources and speakers to enhance this.

This includes considerations about:

- when and when not to use external expertise
- choosing external expertise
- ensuring effective use of external expertise, including expectations, group size, resources and use of ‘scare/shock tactics’
- safeguarding for all involved

Guidance structure

Part One *Guidance for using external expertise to support online safety education*

This section contains information for staff working within education settings to help them consider the appropriate use of external expertise to support online safety education.

Part Two *Organisers' responsibilities*

This section contains a list of key questions for education settings to consider when organising input from an external visitor or using external resources.

Annex A *Suggested Booking Form*

This section contains a suggested booking form which may be helpful as a tool for education settings and external speakers to clarify aims, objectives and requirements.

Annex B *Considerations for External Speakers*

This section contains a list of key questions for external speakers to consider when working with education settings to support online safety education

This guidance is non-statutory and should be read alongside the relevant nation's statutory safeguarding and curriculum guidance.

Part One: Guidance for using external expertise to support online safety education



Benefits of using external expertise

Education settings are responsible for equipping children and young people with the core skills required to stay safer online. This includes understanding their rights and responsibilities online and how to seek support when they need it. For more information about the digital knowledge and skills that children and young people should have the opportunity to develop at different ages and stages of their lives visit [Education for a Connected World](#).

When used as part of a well-planned, broad and balanced curriculum or engagement process, external expertise can add significant value to learning and practice and develop a wider understanding of online safety issues.

To be effective, external expertise should be used to enhance the whole-setting approach and should not be the only input within the online safety curriculum, as this approach is unlikely to result in positive changes.

Using external expertise to enhance online safety education 2022

External expertise is best used to give depth of learning to the content, for example, using appropriate educational resources with small groups to explore healthy relationships within your Relationships and Sex Education, or health and wellbeing curriculum.

When used appropriately, external expertise can:

- provide specialist knowledge on a particular issue or topic
- raise confidence in dealing with specific concerns
- establish a 'first contact' with a helping agency
- bring an expert voice and advice to learner experiences
- provide an in-depth local and/or national context to education settings
- provide an 'expert witness', recounting events in their lives from a personal or professional perspective

How to use external expertise effectively

Add value to existing education provision

Online safety education should be planned across the entire curriculum and as a part of a whole-setting approach in order for children and young people to develop the skills, knowledge and attitudes required to help them thrive in today's digital environment.

Education settings are responsible for the learning children and young people are receiving and external expertise should only be used to enhance or add value to the learning experience, not to deliver it in full. For example, by providing specialist knowledge and resources, helping to consolidate learning or supporting parental engagement.

There should be a clear rationale for using external expertise which supports the education setting's required and planned learning outcomes. This means that any activities, resources or workshops should meet the needs of the audiences, be embedded in the curriculum and be clearly mapped to existing schemes of work to avoid contradictory messages or duplication.

Avoid reactive 'one-off' sessions

When online safety incidents occur, an education setting may consider a 'one-off' education session led by an external visitor in its response. However, this can be ineffective as it may only raise awareness in the short term and cannot support children and young people to acquire longer term underlying skills such as risk identification and management, decision-making, problem-solving and communication skills, which will enable or encourage positive behaviour changes. It is more effective to take a longer-term approach where learning is revisited and built upon.

Education settings could consider using external expertise in an alternative capacity. For example, a targeted solution, such as one-to-one support with children and young people who have been impacted, developing strength-based strategies or actions for using

Using external expertise to enhance online safety education 2022

technology and helping them to increase their skills and help seeking behaviours or support them with the impact of any incidents.

Where external speakers or resources are used on awareness raising days such as Safer Internet Day, learning should be reinforced across the curriculum throughout the year. This will help children and young people to develop the underpinning knowledge and behaviours required to navigate the online world safely.

Use within a long-term parental engagement plan

Education settings may consider using external speakers to lead face-to-face or remote 'one off' parental awareness sessions about online safety. These sessions can be a useful way to engage parents and carers in their child's learning, promote consistent and clear messages, and encourage them to support online safety practices at home.

Events led by external speakers or the distribution of parental resources should not be used in isolation, but instead be a part of a long-term communication plan. Other methods such as newsletters, existing events, social media and websites should also be used to signpost and share regular information.

Education settings should consider how information from a one-off event could be shared with parents and carers who are not able to attend or engage. For example, ensuring there are subtitles for pre-recorded content and providing translations of electronic resources for parents who have English as an additional language. Engaging remotely via virtual events can be a good way of communicating with hard-to-reach parents from the comfort of their homes or workplaces.

The Education People have summarised some useful questions and approaches to consider in their ['How to get families more involved in online safety'](#) blog post.

Selecting appropriate external expertise: what to consider

Staff should be confident about what they are looking for from external resources and/or speakers and, where appropriate, clearly communicate this to them.

Settings should not confuse impressive looking marketing content or charismatic and well-intentioned speakers with credible, evidence based resources or individuals and organisations who are suitably skilled to deliver credible and appropriate messages.

The PSHE association and National Police Chiefs Council (NPCC) provide specific advice regarding the use of ['Police in the Classroom'](#) in their handbook. Although aimed at police officers providing educational inputs, much of the content is applicable to other external expertise.

Background and experience

Consider:

- What is the background knowledge or experience within the field of online safety by the organisation or speaker?
 - Have they worked directly with children and young people before?
 - Are they a member of staff from a credible national or otherwise recognised organisation? What checks do you need to make to verify this and ensure they are up-to-date, skilled and/or supported?
 - Are they up-to-date with and aware of specific or relevant guidance and support, such as those identified in statutory safeguarding guidance?
 - Are they aware of local support and guidance, including safeguarding policies, procedures or contacts?
- Is there an opportunity to see the external speaker work in another education setting?
- Is there a personal recommendation for the speaker or resource from a professional colleague that you trust?
- Do they role model positive online behaviour and demonstrate the key online safety and safeguarding messages being delivered? For example, can you see this in their social media presence?

If an external speaker does not have teaching qualifications, that does not mean they cannot provide effective online safety education. Likewise, education settings should not assume that if a speaker has relevant qualifications, they will be effective in providing online safety education.

Content

Whilst the exact nature of the content will vary depending on the education settings needs and requirements, the target audience and the length of time available, the following types of content should be covered:

- Either a brief overview of some of the potential harms that children may encounter online, for example those highlighted within ['Keeping Children Safe in Education'](#) and [Teaching online safety in schools](#), or an in-depth look at a key harm as identified by the education setting.
- The different types of technology children and young people use. For example mobile phones, games consoles, smart technology, tablets and apps - not just laptops and computers.
- How children and young people use technology.
- An exploration of the positive benefits of technology, for both children and adults.
- Appropriate examples and case studies to make the learning relevant to the audience. These examples and case studies should be delivered sensitively and should not employ ['scare tactics'](#) or demonstrate [victim blaming](#) attitudes.

Using external expertise to enhance online safety education 2022

- If working with staff, professional practice online, including the potential implications and steps to take to enable and empower professionals to manage their professional reputation online, linking in with national guidance as appropriate. For example [UKCIS guidance](#) and the [Professional Online Safety Helpline](#).
- A range of practical tools and up-to-date resources to encourage positive and supportive conversations about online safety, and help the audience develop appropriate online risk management techniques such as use of privacy settings, and blocking and reporting, both on and offline.
- Appropriate ways to access support from the school, police, external organisations, helplines and reporting channels.

Agenda and values are in line with setting's own and Prevent requirements

Settings should allow time for discussion with external speakers to go over the content of presentations before any events take place. Settings should make sure the messages and values of the content are in line with the setting's safeguarding ethos and approach and are compatible with the learning objectives.

Education settings should consider the [Prevent duty guidance and Prevent requirements](#) and ensure robust safeguarding policies are in place. These policies should set out clear protocols for ensuring that any visiting speakers are "suitable and appropriately supervised".

Appropriate checks on the suitability of the person and/or organisation could include internet searches and contacting other establishments where they have spoken previously. Although not always possible, it is useful to invite speakers from an established company, charity or other group whose aims and values are well-documented.

In assessing the suitability of input, settings should ensure that any messages communicated to children and young people:

- support fundamental ['British' Values](#)
- do not marginalise any communities, groups or individuals
- do not seek to glorify criminal activity or violent extremism or seek to radicalise through extreme or narrow views of faith, religion or culture or other ideologies

Education settings should be aware that some organisations may offer online safety sessions for children and young people, and/or parents and carers, as part of a marketing strategy or to "sell" a particular product. Whilst in some cases this may be considered by senior leaders as being appropriate, settings should consider taking steps to remain impartial and be cautious about endorsing specific products.

'Scare tactics' are not used

In many cases, education settings may be tempted to invite an external visitor in as part of a 'shock' approach. For example, following a specific concern or incident. Whilst the use of 'scare tactics' is likely to 'excite' an audience and can encourage discussion, [research](#) has

Using external expertise to enhance online safety education 2022

found attempts to scare children and young people are likely to be ineffective and in some cases, harmful.

The use of extreme examples or 'scare stories', whilst engaging, can also be difficult for children and adults to relate to. It can create a misconception of "this wouldn't happen here" so audiences may not acknowledge that bad things could potentially happen online to them or someone that they know. These examples also do not consider the fact that for most people, the online world is fun and positive.

Using scare or shock tactics can also undermine the safe culture within the setting. If children and young people are left worried that they may be blamed for their abuse or could be humiliated, they may not view the setting as a safe space and ultimately this could prevent them from seeking help.

Settings should be mindful about sharing warnings about 'bad' or dangerous apps, sites or games or new challenges online, even if they come from official sources or have appealing graphics.

'Naming and shaming' specific apps or online challenges can be counterproductive and run the risk of:

- generating a false sense of security.
- giving free publicity by arousing curiosity and enticing children and young people to search for something considered to be "dangerous", simply because they have been told not to.
- spreading panic and making adults think everything online is bad, leading to unnecessary restriction, which is detrimental to children's digital resilience, depriving them from the many opportunities afforded online.

Further information about responding to viral online stories, hoaxes and challenges can be found in the ['Harmful online challenges and online hoaxes'](#) and [Viral online harmful challenges and hoaxes](#) guidance.

Do not use victim blaming language

Education settings should ensure that any content, messaging and resources used do not encourage victim blaming. Victim blaming can be direct and explicit, for example, telling the victim it was their fault. It can also be indirect and unconscious, for example, questioning what a victim could have done differently.

Exposure to victim-blaming language and attitudes can have a devastating impact on those who have already experienced harm and trauma. It can make children and young people less likely to have the confidence to seek help if they need it through fear of being blamed.

If an audience displays victim blaming attitudes, the education setting and the external speaker should identify opportunities to challenge them in a positive and constructive way. NCA-CEOP offer some helpful advice for professionals regarding [challenging victim blaming attitudes](#).

Use of resources are appropriate and effective

Education settings need to ensure that external speakers or resources used are credible. This does not mean external speakers must be young or resources must be from technology “experts”, but that they are accurate and reflect the current use of games, apps and social media by children and young people.

Online safety content can date very quickly and if an external resource or speaker uses out of date terminology (such as referencing old technology) or relies on dated or biased research, the message will be undermined and, in some cases, lost entirely. Education settings should check how resources have been developed, what research is drawn upon and reassure themselves that any safeguarding messages are relevant to their community.

Settings should ensure external speakers do not use resources that have been removed or retired from circulation. This can usually be as simple as asking questions about the resources and content being used, and checking with the organisation who developed them, or doing an online search.

Education settings should also ensure that any content used with children and young people is age and ability appropriate. Children and young people can mature at different rates, even within the same class or key stage, so settings should take steps to pre-check material to ensure it is suitable.

Effective group size

It’s unlikely that a whole-setting event, like an assembly, which includes children and young people of mixed abilities, ages and life experiences, as a ‘one-off’ experience will be as effective as an interactive and differentiated session. Ideally, external speakers will interact with small groups.

Additionally, in smaller sessions, children and young people will not only receive the benefit of the expert input but can practise the skills of gathering information from someone they haven’t met before and can begin to form a relationship with the external speaker and, if appropriate, their organisation.

Sensitive topic areas

If the subject matter is of a sensitive nature, for example, it explores online grooming, exploitation or sexual abuse, settings must make sure safeguarding comes first. This means assessing the appropriateness and risks of using external speakers to deliver potentially distressing sessions. For example, children and young people or adults may have experienced abuse themselves, disclosed or undisclosed, and hearing about the subject may have a negative emotional impact on them, including re-trauma.

Settings should be mindful of children and young people who may be in vulnerable situations or circumstances. For example, care-experienced children and those with special educational needs. Research shows they may be more susceptible to online harm

because they may be unable to process or understand the messages being shared or may have less support from family or friends in staying safer online. Consideration should always be made to ensure all children and young people receive the targeted information and support they need.

Safeguarding considerations

National guidance

Education settings should ensure that they have read, understood and are following their nation's statutory safeguarding requirements, including any requirements regarding visitors on site.

Consideration should be given to the following:

- The nature of the activity (regulated/unregulated)
- Ensuring legal compliance when requesting data (including any criminal records check information) from an external visitor before the visit
- The policy on collection and retention of a visitor's data (including data related to background checks) and how this procedure is communicated to a visitor
- Which background checks are appropriate and legally compliant for the type of service the visitor is providing
- Briefing the visitor prior to the visit on any requirements to show recognised proof of identity on the day of the visit (for example, photo ID rather than a criminal records check certificate)
- Ensuring the visitor is appropriately briefed on safeguarding procedures (for example, providing the visitor with a summary document of key information such as who is/are the Designated Safeguarding Lead or equivalent)

Safeguarding considerations for remote learning

Settings should consider safeguarding for virtual sessions and remote learning. External visitors should be familiarised with the setting's remote learning policy, including security, platform specific guidance and other safeguarding measures such as blurring backgrounds, and not recording sessions without the setting's approval and appropriate consent. Virtual sessions should be set up and hosted by the education setting with strict permissions and controls set to prevent unauthorised accessing, recording or sharing of material.

Advice regarding remote learning may be available via an education setting's Local Authority or region. Education settings can also access London Grid for Learning's remotesafe.lgfl.net and South West Grid for Learning's '[Safe Remote Learning](#)' hub, for further advice on running virtual sessions and remote learning.

Safeguarding the external speaker

There should always be staff present and engaged during any inputs delivered by external speakers, including virtual delivery. Education settings should never leave a visitor

unattended, even if they have appropriate criminal records checks. This ensures professional safety for all involved and compliance with statutory safeguarding requirements. Whilst settings may feel that having no members of staff present could allow children and young people to feel more confident in asking questions, staff will need to take forward any learning as well as take action if any possible child protection or behaviour management issues are identified.

Safeguarding the community

It is essential that education settings create an environment in which all children and young people feel safe. External speakers may not have met their audience before, so settings need to provide relevant information in order to meet their needs and keep them safe.

Consider the following:

- **Creating a safe space environment in which the audience feels comfortable to say what they feel and seek support.** If a child or young person thinks they will get into trouble or will be blamed or judged for talking about something that happened to them online, they may not report it and therefore will not receive appropriate help. External expertise should be used to reinforce a safeguarding ethos within the setting where children and young people know they can report concerns and that they will be taken seriously, supported and kept safe.
- **Online safety is a topic which can lead to concerns being shared by children and adults.** If someone shares a concern during the session, it is essential to take prompt and appropriate action in line with existing safeguarding procedures. Education settings should ensure all members of staff are trained to deal with any concerns that are shared after receiving information from external visitors. If the training is for staff, it is advisable that the setting's Designated Safeguarding Lead (or equivalent) is in attendance throughout the session to respond to any concerns or take appropriate action if a concern is identified.
- **Children and young people with specific learning needs or vulnerabilities, such as special educational needs or where there are existing safeguarding concerns.** It is important to provide external speakers with sufficient information, in line with any safeguarding and confidentiality policies, to ensure they are appropriately prepared for the session. It is good practice for staff to include the Special Education Needs Coordinator (SENCO) and Designated Safeguarding Lead (or equivalent) when considering and planning any online safety inputs, lessons or activities, as they will be best placed to advise on known vulnerabilities and safeguarding cases, and how to support children and young people who may be especially impacted.
- **Where settings are aware a learner has experienced harm online.** Settings should carefully plan any inputs using external expertise, which should include not drawing attention to children and young people in a way that could highlight or publicise the abuse.
- **Parents and carers may ask specific questions about the setting's approach to online safety, such as what is covered within the curriculum or policies to**

follow. It is unlikely that external visitors will be able to answer and respond to these queries, therefore, a member of staff should be present.

Evaluating the impact of external expertise

If education settings are using external expertise to support online safety, it will be important to consider their effectiveness as part of the overall evaluation of their approaches. In many cases the long-term impact of sessions will only be visible if children and young people and parents and carers are adequately supported to develop key skills as part of wider curriculum and engagement approaches.

A common technique used to consider the impact of online safety sessions is questionnaires or verbal feedback. Whilst this can be useful to gather an initial response or opinion about a session, this will not identify long-term impact or behavioural changes. Education settings should consider how, or indeed if, long-term impact can be identified. For example, if following a session on online bullying there is an increase in children reporting issues, this could be considered as not having any impact as the behaviour hasn't stopped. It could however indicate a positive influence as children now feel confident to report concerns.

As a minimum, education settings should ensure that their audience has an opportunity to reflect on what they have heard from external visitors, including how messages were presented, how this made them feel and any possible impact on them personally.

Part Two: Organisers Responsibilities



If an education setting makes the decision to use external expertise, the questions below will help ensure the input will be to the same high standards of teaching and learning that already takes place within their setting. These questions are based on the topic discussed in part one.

These checklists can be used to compliment any existing planning documents used for external speakers.

Questions to consider when using external resources to support setting-led delivery

| Questions | Yes | No | Actions/Evidence |
|---|-----|----|------------------|
| What is the background of the resource? For example, is it from a recognised organisation? | | | |
| Where does the organisation get their information from and what is their evidence base? | | | |
| Has the resource been externally quality assured? | | | |
| Are the resources age and development stage appropriate? | | | |
| Do the resources contribute to a positive approach towards implementing online safety within your setting? For example, do they avoid scare tactics and/or victim blaming messages? | | | |
| Are the resources up-to-date and addressing current risks and experiences of children and young people online? | | | |

Questions to consider when using external speakers to provide content delivery

Planning the input

| Questions | Yes | No | Actions/Evidence |
|--|-----|----|------------------|
| <p>Are you clear as to why an external speaker is going to benefit your education approach?</p> <ul style="list-style-type: none"> • Why do you want to invite an external speaker into your setting? For example, the focus for the input has been identified in the setting's ongoing scheme of work. • How will the input build on or help develop knowledge and skills? • What will they be able to deliver that cannot be achieved by staff alone? • Is this decision based on a specialist requirement, recommendation, or recent incident? If there has been a specific issue, consider carefully if this is the best route for educating children and young people and the right external speaker. • Have you planned adequate time for discussing details of the visit and your safeguarding ethos with the speaker? | | | |
| <p>What long term impact will the input have on your school community?</p> <ul style="list-style-type: none"> • Have you shared your immediate learning objectives and desired outcomes with the speaker? • Does it build on, extend, or enrich current, previous, or future learning? • How will the appropriate staff and speaker work together to support education in your setting? • Will the input help build staff knowledge to enable them to continue the learning and support young people after the input? • If appropriate, will the audience be allocated time to reflect on the knowledge and skills covered or explored? | | | |

Using external expertise to enhance online safety education 2022

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|---|--|--|--|
| <ul style="list-style-type: none"> • If appropriate, how will the learning be shared with others? For example, other staff and children and young people. • Have you discussed how the session will support your long term aims with the external speaker? | | | |
| <p>If working with parents, have you considered how best to ensure the maximum impact of the session?</p> <ul style="list-style-type: none"> • Is there demand from parents? • Will children attend the session with their parents? • Is this a one-off input? • Will the session be part of a parent evening/event at the school? • Will the session be face to face or virtual? • How will staff support the event to represent the school? | | | |

Selecting the speaker

| Question | Yes | No | Actions/Evidence |
|---|-----|----|------------------|
| <p>Does the visitor meet the safeguarding requirements for your establishment?</p> <ul style="list-style-type: none"> • You should make the appropriate safeguarding checks in accordance with your national safeguarding guidance and legislation. | | | |
| <p>Are you confident the external speaker has the required skills and knowledge to present the information to the selected audience?</p> <ul style="list-style-type: none"> • What is their current role and is it relevant to the topic they will be covering in the session? • Where do they get their information from and what is their evidence base? • Have they been quality assured? For example, have they delivered a session in your establishment before and/or have you seen them deliver a session before? • Do they work for a reputable and knowledgeable organisation in this field? | | | |

Using external expertise to enhance online safety education 2022

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| <ul style="list-style-type: none"> • Has the speaker been recommended by a senior member of staff, parent, or another member of the education establishment? • What are the resources they will be using in the session; are they up-to-date and are they appropriate for use with the audience? For example, are the resources appropriate for the age and development stage of the audience? • Have you checked to ensure the person delivering the session is not planning to use fear/scare tactics and/or victim blaming approaches? | | | |
| <p>Have you made sure the external speaker has information on trends within the setting to give context to the session?</p> <ul style="list-style-type: none"> • Are they aware of local trends? • Are they aware of local support available? This could include local policies, procedures, and key contacts. • Have there been any known incidents which children and young people, staff or parents may raise with the speaker for advice? | | | |
| <p>How will the setting safeguard the speaker and the community?</p> <ul style="list-style-type: none"> • Are there clear procedures for dealing with queries, concerns or safeguarding allegations raised during or following the session? • Have you briefed the speaker on your child protection policies, procedures, and expectations? • Have you identified any children and young people or adults who could be upset or distressed by the input? For example, if the session is in response to a specific concern or if children and young people or adults have experienced online issues? If so, how will you ensure their safety and wellbeing? | | | |

Delivery

| Question | Yes | No | Actions/Evidence |
|---|-----|----|------------------|
| Will the delivery of the session be face to face or online? | | | |

Using external expertise to enhance online safety education 2022

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|---|--|--|--|
| <ul style="list-style-type: none"> ● If face to face, have you checked the speaker is aware of the most up to date guidance for your setting, for example Covid-19 guidance? | | | |
| <p>If a session is taking place online, how will the education setting host the event safely?</p> <ul style="list-style-type: none"> ● Have you agreed what platform will be used? ● Have you explored the safety settings to set up the event safely? For example, using secure passwords and sharing these responsibly, or making use of virtual waiting rooms until the key staff member starts the event. ● Are there clear expectations in place regarding appropriate online behaviour for all involved? For example, using neutral backgrounds. This will be especially important if attendees will be accessing the session whilst off site (for example, staff accessing remote training or parents accessing a remote parent session). ● Is it clear that a member of staff from the school will be in control of the meeting and if they leave for any reason, the meeting will end? ● Does the staff member leading the event understand the meeting controls on the platform? For example, how to share screens, mute participants, restrict or moderate the chat (including turning off private chat), turn participants' video off, and remove people from the meeting. ● Do all attendees understand who to report any inappropriate behaviour or concerns to? For example, a member of the leadership team. ● Do you have consent for any image use (if required and appropriate) if the session will be recorded and/or if children and young people will be visible/identifiable? | | | |

Evaluation of the session

| Question | Yes | No | Actions/Evidence |
|---|-----|----|------------------|
| <ul style="list-style-type: none"> ● What follow up work will be required? | | | |

Using external expertise to enhance online safety education 2022

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|---|--|--|--|
| <ul style="list-style-type: none">● Was the audience given time to reflect on the topics covered in the session?● Were there any questions or discussions which may need immediate follow up? For example, addressing misconceptions or unanswered questions, signposting to support, or picking up important discussions. | | | |
| <p>How will you evaluate the input and assess the impact?</p> <ul style="list-style-type: none">● How will you know what went well, if your objectives were achieved, what did not work as well, and how could the session be improved? | | | |

Annex A: Suggested booking form

This form is provided as a template to stimulate discussions between external speakers and education settings. Education settings may wish to amend and adapt according to their needs and should not replace a formal contract.

| PART ONE | To be completed by the education setting |
|--|---|
| Name of education setting | |
| Main contact and role | |
| Date of session | |
| Start time | |
| Duration | |
| Audience | |
| Age / Year / Key stage (if appropriate) | |
| Aims of the session | <ul style="list-style-type: none"> • • • |
| Specific topics to be covered | |
| Other relevant information (Including prior knowledge/training, known safeguarding concerns, safeguarding arrangements, members of staff who will be present) | |
| PART TWO | To be completed by the external speaker |
| Name of external visitor | |
| Contact information | |
| DBS check or equivalent (if required) | |
| Title of session | |
| Type of session (Assembly, workshop) | |
| Learning outcomes | <ul style="list-style-type: none"> • • • |
| Brief overview of the content | |
| Resources used | |
| Equipment/resources needed | |

Using external expertise to enhance online safety education 2022

| | |
|---------------------------------------|--|
| Handouts/resources provided | |
| Other relevant information or queries | |

Annex B: Considerations for external speakers

External speakers will need to discuss the aims, objectives and purpose of their visit and be clear about what is expected before delivering content. This annex is provided to enable speakers to explore these issues, but may also be helpful for education settings to share with potential speakers.

Key points to consider may include:

1. What does the education setting hope that children and young people or others will get from your visit?

- What are the desired learning objectives (the specific intentions of the session) and outcomes (what will children and young people know, understand or be able to demonstrate following this session)?
 - Are their hopes and expectations realistic or do you need to renegotiate?

2. Who will you be working with?

- What is the group size?
- How old are the children and young people?
- Are there any specific issues or concerns (such as special educational needs and disabilities, audience members with English as an additional language or safeguarding issues) that you would need to be aware of before the session?
 - Are you comfortable with these requests or do you need to renegotiate?

3. What are your requirements for the session?

- For example, do you require a specific room layout (appropriate for the audience), IT equipment (if virtual, an appropriate remote learning platform, if face to face, projectors, sound.), photocopying/distribution of resources, or refreshments?
- Is the education setting able to provide this?

4. What do the community already know about online safety?

- Will the audience have a chance to give you any questions or interests in advance of the session?

5. Does the education setting need anything from you before the visit?

- Do you have information about yourself that you can share with the education setting in advance?
 - This could include qualifications and security checks, example questions or case studies, or contact with other education settings you have previously worked with.

6. What information do you need before the input?

- Is there any specific local information, such as key contacts, or policies and procedures?
- Do you need to survey your audience before the session to help inform your content?

7. What is the education setting's policy if an audience member tells you something that makes you concerned for their or others' safety?

- What is the education setting's policy on child protection and confidentiality?
- Will the education setting ensure that a member of staff is present during the session to safeguard both you as the visitor and children and young people, or to answer any specific questions?

8. What will the education setting do after your visit?

- Are you willing or able to leave any material or information behind for the education setting to extend the impact/learning?
- Do you have any suggestions or ideas for them to consider after the session?
- How will/could the setting work with you to evaluate the impact of the visit?