Using External Visitors to Support Online Safety Education

Guidance for Educational Settings

Version One

Pilot Phase: September – October 2017

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This document is currently being piloted to gather feedback - please see the page 20 for a link to submit comments.

External visitors can provide a useful and engaging approach to enable educational settings to deliver online safety messages to children, young people and adults. Education settings will be ensuring that children and young people are taught about safeguarding, including online safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum (Keeping Children Safe in Education 2016). With Sex and Relationships Education (SRE) becoming statutory for all primary and secondary schools in England from September 2019 many educational settings may seek support from external visitors to help them to engage with their communities when talking about positive healthy relationships both on and offline.

However the use of external visitors to support online safety education must be carefully considered by educational settings to ensure they are used effectively. The use of out-of-date material or shock tactics are unlikely to create an effective learning environment and a reliance on one off events led by external visitors can potentially undermine safeguarding practice due to a lack of internal capacity and ownership. Additionally one-off events are unlikely to enable educational settings to empower learners to develop safe and appropriate online practice and will not result in positive behavioural changes, unless they are viewed as part of a whole school long term and age appropriate approach.

This guidance has been created to enable Designated Safeguarding Leads (DSLs), PSHE Leads and other staff working within educational settings to make informed decisions regarding the effective use of external visitors to support online safety education.

This guidance provides information to enable educational settings to make effective use of external visitors. This includes:

- Why use external visitors
- When not to use external visitors
- Selecting appropriate external visitors
- Expectations for external visitors
- Ensuring effective use; including one-off events, group size, resources and use of 'scare tactics'
- Safeguarding considerations

This document explores key questions in the form of a checklist to help educational settings ensure the maximum impact of online safety sessions. The guidance highlights a range of resources which can be used to support educational setting to develop a whole setting approach towards online safety in line with national guidance. The document can be used to facilitate conversations between educational settings and external visitors to develop children and young people's digital literacy skills and parental awareness.

The annexes contain key questions for external visitors and a potential template booking form to enable educational settings to explore their expectations and requirements.

This advice is non-statutory and should be read alongside the Department for Education's (DfE) Keeping Children Safe in Education statutory guidance.

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

Part Two: Guidance for Educational Settings Regarding Using External Visitors to Support Online Safety Education

This section contains in depth information to help Designated Safeguarding Leads, PSHE Leads and other pastoral staff working within educational settings to consider the appropriate use of external speakers to support online safety within the curriculum and more broadly where appropriate. It is recommended that education settings read this content to support the decision making in relation to the questions in part one.

Part Three: Useful Resources

This section highlights a range of resources to enable education settings to support and educate their community about online safety

Annex A: Suggested Booking Form

This section contains a suggested booking form which may be helpful as a tool for educational settings and external visitors to clarify aims and objectives and requirements

Annex B: Considerations for External Visitors

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

Part One: Considerations for Education Settings when using External Visitors

> **Please note: Additional information to enable educational settings to fully consider these questions in more depth can be found within part two of this document.**

1. **What are you trying to achieve?**

   - What are the:
     - Desired learning objectives (the specific intentions of the session)?
     - Desired learning outcomes (what will learners know, understand or be able to demonstrate as a result of this session) for the input?

   - Is an external visitor the best way to achieve the learning objectives/outcomes?
     - What is it that an external visitor will bring to the learning?
     - Can an external visitor provide something worthwhile that staff within the setting cannot?

   - If working with parents/carers, then how will you ensure the maximum impact of the session?
     - Is there a demand to attend from parents/carers?
     - If so, what time would be the most appropriate?
     - How will the event be advertised?
     - How will the educational setting engage with vulnerable parents?
     - How will the educational setting engage with parents who are unable to attend?

2. **Why has this external visitor or organisation been chosen by the educational setting?**

   - What skills, experiences and knowledge do they bring or have?
     - What is their professional background or experience?
     - Is this relevant to the session, for example professional experience, credibility?
     - Does this have any limitations for the learning outcomes?
     - Have you checked the visitors' online presence (beyond their own website etc.)?

   - Are they aware of national policies and guidance relevant to education settings and online safety e.g. 'Keeping children safe in education' (KCSIE) 2016?
     - How can you check this?

   - How is the educational setting assured that the external visitor has the skills to achieve the learning objectives and outcomes?
     - Can they put you in touch with other education settings they have worked with to provide verbal as well as written references?

- If appropriate, do they have any accredited or recognised:
  - Training/teaching qualifications?
  - Online safety "qualifications"? (This could include but is not limited to CEOP Ambassador or Thinkuknow training, EPICT or a local/accredited train the trainer course)
  - Child protection qualifications?
    - If so, when was this completed and can they provide any evidence?

> If an external visitor does not have training/teaching or online safety qualifications or accreditations; that does not mean they cannot provide support for online safety education. Likewise educational settings should not assume that if a speaker has relevant qualifications, that they will be effective. Educational settings should simply use this information to inform their decision making.

- Is the external visitor aware of your educational settings specific local context?
  - Are they aware of local trends?
    - If so, how?
  - Are they aware of any local support including policies, procedures and key contacts, provided to settings such as via the Local Authority or Local Safeguarding Children Board (LSCB)?

- What resources are they using?
  - Is the content based on appropriate guidance and/or research to support their messages?
    - If so, what guidance and research?
  - Are they using their own resources or are they using material from a third party organisation?
    - If so, do they have permission to use the content?
  - Will they provide you with follow up resources/material to use after the session?

- Are the key messages delivered by the external visitor in line with the educational settings safeguarding ethos and approach?
  - Is there anything within the visitor's session which could place members of the community at risk of harm?
    - Is there a reliance on shock or scare tactics? If so, have the risks of shock/scare tactics been discussed by the education setting? (*please refer to guidance within part two)*
  - Are the core messages and content credible, balanced and appropriate?
  - Does the visitor provider the audience with appropriate and realistic skills or messages to help keep themselves and others safe online in the future?
    - If the session is a "one off" then how with the educational setting use this to support development of key skills and messages?
  - Is the external visitor an appropriate role model online?
    - Has the setting undertaken appropriate checks?
      - NB. this could include social media checks and internet searches.

3. **How will the educational setting ensure that the session is 'safe'?**

- How will the setting brief the visitor on their child protection and safeguarding policy and procedures, including confidentiality and reporting to the Designated Safeguarding Lead (DSL)?

- Does the external visitor have and appropriate suitability check (if required e.g. DBS)?
    o Can they provide evidence of this?

- Is the educational setting aware of any learners who could be upset or distressed by this input?
    o If so, how will the setting ensure their safety and wellbeing?

- What will the educational setting do if a learner/member of the community has a query, becomes upset or discloses a safeguarding concern about their own, or another's personal experience?
    o Will an appropriately training member of staff (such as the DSL) be present during the session?

4. **How will the input be evaluated by the educational setting?**

- How will the educational setting evaluate the input and assess the learning objectives/outcomes?

- How will the external visitor evaluate the input?

- How will the impact of the learning be assessed?
    o How will the educational setting evaluate this short term?
    o How will the educational setting evaluate this long term?
    o How will the external visitor evaluate this?

5. **How does this visit fit into and build on your online safety scheme of work?**

- Is the input relevant?
    o Does it build on, extend or enrich previous work?

- Does it offer a stimulus for future work, and if so do members of staff have the skills and knowledge to capitalise on it?

- What does the educational setting plan to do to build on the visit?
    o How will learners take their learning forward?

- Will learners (and staff) have the time and skills to undertake further learning on the specific topics covered or explored?

Part Two: Guidance for Educational Settings Regarding Using External Visitors to Support Online Safety

Why use an External Visitor?

It is essential that educational settings are equipping their learners with the essential skills required to enable them to keep themselves safe online. External visitors, whether paid or provided free of charge, can make a powerful contribution towards educational settings awareness and wider understanding of online safety issues.

When viewed as part of a well-planned, broad and balanced curriculum or engagement process, external visitors can add significant value to learning. However, educational settings are always responsible for the learning their pupils are receiving and external visitors cannot and must not replace the teacher in the classroom or the support that an educational setting can provide to staff and parents.

Staff cannot be expected to have a complete and current knowledge of every topic covered within online safety education, so the use of external visitors is an important part of many education and engagement programmes.

- External visitors can bring expertise in a particular issue or topic that staff may not have
- They can establish a 'first contact' to a helping agency
- They can bring 'novelty' to learner experiences
- They may be able to provide a more in depth local and/or national context
- They can act as an expert witness, recounting events in their lives from a personal or professional perspective

Who could external visitors be?

- Educational organisations
- Industry partners
- Law enforcement agencies
- Charities
- Visitors with personal experience

When should educational settings not use external visitors?

Educational settings should ensure that any use of external visitors is viewed as part of the broader approach towards online safety education. Online safety education should never be a viewed as a 'one-off' or 'tick box' event.

In some cases, educational settings may have sufficient resources internally (such as where members of staff have received appropriate training) to deliver online safety education to learners or parents as part of a planned long term approach.

If educational settings become reliant on external speakers to provide their learners or parents within online safety education, then it can leave learners unsupported, as they may lack confidence in the educational settings understanding of online safety. More worryingly a dependence on external visitors could lead to learners and parents losing confidence in the education settings ability to safeguarding children online.

There is a significant range of resources available to help educational settings deliver online safety education to learners, staff and parents/carers. Some of these resources are highlighted within part three.

Is a "one-off" event enough?

External visitors may be used by educational settings either in response to a sudden or unexpected incident, or to complement and enhance a longer-term strategy, for example as part of events around Safer Internet Day. Any 'one-off' sessions, however, are only likely to raise awareness in the short term and may only offer quick but limited strategies.

Online safety is a vast topic and a 'one-off' session will not cover the full range of content required if educational settings are to prepare today's children for living within the modern world as part of a broad and balanced curriculum. It is therefore essential that education settings view external visitors as educational resources, not as substitute teachers or as a 'tick box' for delivering online safety in its entirety.

The skills learners can develop by interacting with a visitor are important transferable skills however the actual information they impart regarding online safety may swiftly date. Educational settings may find it frustrating that children and young people will still engage in risk taking behaviour online despite the use of external visitors. This is because online safety is an ongoing life skill which needs to be developed as part of long term behavioural management and digital literacy skills. Learners will need to acquire essential skills such as risk identification and management, decision-making, problem-solving and communication skills; which a single assembly, workshop or lesson cannot hope to achieve.

Educational settings should ensure that the 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. It is important that learners, staff and parents do not confuse an external visitor's conviction and compelling presentation with factual evidence or advice.

A 'one-off' session will therefore always need follow-up work within the educational setting itself, led by staff. This may mean that educational settings need to invest time and resources to ensure that members of staff feel sufficiently equipped to speak about a range of online safety concerns with their community.

Engaging with parents/carers

Whilst one off parental awareness sessions can be useful way to engaging parents in the online safety agenda and help educational settings to promote a consistent and clear message, it must be acknowledged that attendance at such events can vary considerably. Many educational settings have found that such events do not involve the most vulnerable members of the community. Sessions delivered by external visitors may also be offered at times that are not suitable for parents due to work or childcare commitments.

Events to engage parents should not be used in isolation and be viewed as part of a long term communication plan, such as providing regular information via websites, newsletters etc.

What expectations should educational settings have from external visitors?

Educational settings should ensure that external visitors (especially if delivering to staff groups) are up-to-date with and aware of any specific/relevant national guidance that is applicable to online safety expectations, such as those identified in 'Keeping children safe in education' (KCSIE) 2016.

Educational settings should work with external visitors to ensure they are aware of any internal reporting procedures for learners and parents/carers to follow so they can be reinforced within the session. Educational settings should also ensure that external visitors are aware of any specific local and national contacts/support and guidance. It should be expected that external visitors will be aware of local policies and procedures regarding online safety issued by the Local Safeguarding Children Board (LSCB) and/or Local Authority to ensure that consistent and appropriate advice is delivered. If external visitors are unaware of the local safeguarding policies, procedures or contacts, then settings should consider if the speaker will be appropriate to use.

How can educational setting select an appropriate external visitor for effective learning?

Educational settings should make informed decisions when selecting external visitors to work with them to promote online safety education. Educational settings should not mistake impressive leaflets, websites or testimonials (unless the educational setting can contact them in person) with the relevant knowledge, expertise and credibility needed to work with learners and the wider communities regarding online safety. It is also important for educational settings not to confuse charismatic, passionate and well intentioned visitors with those who are appropriate and skilled.

Educational settings should be aware that some independent consultants or visitors, such as those from professional organisations may have a significant history of working within safeguarding or education and may have significant knowledge or experience within the field of online safety; however some visitors may lack experience or training regarding safeguarding, working within education settings or indeed working directly with children and young people. Additionally some visitors may claim that they are representing an official organisation after attending a single training

event several years ago. It's therefore essential that settings make appropriate checks to ensure the visitor is sufficiently up-to-date, skilled and/or supported so that the session can achieve the desired learning outcomes and does not place visitors or learners at risk.

Education settings may also need to take steps to check that the "digital footprint" (such as social media presence) of the visitor is seen to be role modelling positive online behaviour and are supportive of the key online safety messages that they are delivering. If external visitors are sharing inappropriate content such as images or opinions etc. then educational settings should consider if they are appropriate to use.

An approach which varies from the traditional 'speaker led session', such as music or drama sessions etc. are often considered as attractive engagement tools, especially when working with learners. However it's essential that educational settings are able to demonstrate and ensure that these approaches will sufficiently deliver the required and planned learning outcomes regarding online safety as well as providing a novel experience.

Part one of this document highlights a series of questions for educational setting to use to ensure they explore key issues and can make decisions regarding the effective use of external visitors to support online safety education.

Promoting a specific agenda

Educational settings should consider if the knowledge provided by the external visitor comes with a personal message or set of values. If so, leaders must ensure that these messages are in line with the setting's online safety ethos and approach, prior to external visitors working with learners or the wider community. It is essential that settings are aware of external visitors who may be promoting a personal agenda, or organisational agenda. Educational settings must ensure that any external agenda is compatible with the learning objectives, any relevant setting safeguarding policies and not used to promote extreme views. As part of this process educational settings may need to consider the [Prevent guidance and Prevent requirements](#).

Educational settings should be aware that some organisations may offer online safety sessions for learners and parents/carers as part of a marketing strategy or in order to "sell" a particular product. Educational settings should take steps to ensure that they remain impartial and ensure that they could not be misconstrued as endorsing a specific product.

Use of 'scare tactics'

In many cases, educational settings may be tempted to invite an external visitor in, as part of a "shock" approach; this may include tactics such as setting up fictitious social networking profiles to befriend learners and gather information, which can then be presented publically within the session. Approaches should focus primarily on developing and rehearsing the understanding skills and behaviours that promote safer practice on line. This does not mean learners should not be aware of the possible consequences of failing to follow safer practices however they should be balanced and realistic. Tactics which generate fear or guilt should be avoided at all times.

Scare tactics or approaches which label specific sites or apps as being "dangerous" could make sites or apps more appealing and so increase the likelihood of risk taking behaviour by children.

Although this approach is usually employed with good intentions, natural curiosity is likely to encourage some children to explore and push boundaries; many learners enjoy thrill seeking simply as part of growing up, whereas others will be enticed by the prospect of doing something considered to be "dangerous", simply because they have been told not to.

The use of extreme examples of online risk taking or 'scare stories', whilst engaging, can often be difficult for children and parents to relate to and this could create a misconception of "this wouldn't happen to me/my child". These examples often do not consider the fact that for most young people, their engagement with the online world is fun and positive. This then makes it harder for children and adults to acknowledge that bad things could potentially happen online to them or someone that they know.

Using scare or shock tactics with learners could undermine the safe culture within the setting. If learners are left worried that they may blamed or humiliated then this could mean that they do not view the setting to be a safe space where they will be listened to, and ultimately this could prevent them from seeking help.

When working with parents, identifying specific apps, games or websites as being "bad" or "safe" could lead to a feeling of complacency. Not only will this approach date incredibly quickly, as different apps come in and out of fashion but adults may also incorrectly believe that by banning children from using a particular app, game or website, they will be safe. This approach does not explore the wider underlying behaviour issues which are likely to occur, regardless of which app, game or website is involved.

A focus on scare tactics when working with parents can also result in children often being unnecessarily restricted online. This approach is not realistic for parents to manage or achieve in the long term, as children are likely to be exposed to technology outside of the home, for example at friends' houses or in the wider community. This could ultimately put their children at increased risk of harm due to naivety or make them less likely to disclose an issue, through a fear of being punished for doing something they know is "banned".

> Whilst the use of 'scare tactics' is likely to "excite" an audience and may well generate significant discussion, it will only have a short term impact. Educational settings should carefully consider if this approach is necessary or appropriate, and whether it is likely to have the desired impact long term.

Inappropriate / ineffective use of resources

Educational settings need to ensure that external visitors are credible if they are delivering an online safety input, especially if they are working with children and young people. Being credible doesn't mean that external visitors have to be young or indeed technical "experts" but it's important that they use and understand the types of games, apps and social media sites that are popular with learners.

The use of up-to-date material and content that is based on up-to-date research is essential. For example, if an external speaker uses out of date terminology (for example referencing old technology such as MSN messenger) or relies on dated or biased research, then the impact of the message will be undermined and in some cases lost entirely. Equally educational content including

videos, relating to online safety can date very quickly so external visitors should take appropriate steps to update their content frequently to ensure that key messages are relevant to the audience. Educational settings will need to consider how they know or evidence that this has been achieved.

In some cases this may be difficult for educational settings to check; so questions about research, resources and content being used should be asked prior to booking to enable the educational setting to undertake appropriate enquiries.

Educational settings should also ensure that any content used with learners is age, and where possible, ability appropriate. Learners within settings will mature at different rates, even within the same class or key stage, so educational settings should take steps to pre-check material used by external visitors to ensure that it is relevant and appropriate.

Educational settings will need to ensure that external visitors have a child centred approach. This means they should avoid using content or messages that could be perceived as being "victim blaming" as this could prevent learners from seeking support.

Effective group size

Ideally when working with learners, external visitors will interact with small groups. In the real world this is not always possible (either due to space, time or budgetary demands) and therefore educational settings will need to give careful consideration to use of external visitors based on the desired learning objectives.

It's unlikely in the long run that a whole school assembly which will include learners of mixed abilities, ages and life experiences being addressed for an hour, as a 'one-off' experience will be as effective long term as an interactive session with smaller groups. The same issue is also likely to apply when using external visitors to speak with staff groups and parents/carers.

In smaller sessions, learners will not only receive the benefit of the input, but can begin to practise the skills of gathering information from someone they haven't met before and begin to form a relationship with the external visitor and, if appropriate, their organisation.

When working with staff and parents/carers, it is likely that educational settings will want the largest audience possible to ensure that key online safety messages are shared and in some cases to ensure that there is sufficient value for money. It is important for educational settings to be aware that there is little point paying for an external visitor to deliver an online safety input on behalf of an educational setting if only a small number of the community are willing or able to attend. Consideration to ensuring maximum attendance is in place is therefore recommended.

It is important to acknowledge that an input delivered by external visitors may not always attract interest from the community, especially for some of parents/carers who the educational setting may believe to be most at risk. Therefore external visitors should be used to compliment the approach towards online safety and it's likely that a range of methods will be required. For example an educational setting could work with an external visitor so that the learners themselves could deliver or facilitate an online safety awareness session with their parents/carers.

What safeguarding considerations do educational settings need to explore?

National Guidance

Educational setting leaders should ensure that they have read, understood and are following the requirements of part 3 of KCSIE, as that provides guidance regarding visitors on site, and more broadly covers legal requirements regarding the DBS checking regime.

Consideration should be given to the following:
- The nature of the activity (regulated/unregulated)
- Ensuring legal compliance when requesting data (including any DBS information) from an external visitor before the visit
- The school/setting's 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 (e.g. photo ID rather than a DBS certificate)
- Ensuring the visitor is appropriately briefed on your school/settings' safeguarding procedures (e.g. providing the visitor with a summary document of key information such as who is/are the designated safeguarding lead(s))

Safeguarding the external visitor

Educational settings should never leave a visitor unattended, even if the visitor has the appropriate DBS checks. This is no reflection on the external visitor, but helps to ensure professional safety for all involved. Additionally staff will also need to take forward the learning and any issues identified so it is essential that they are present and engaged during any inputs delivered by external visitors.

Safeguarding the community

External visitors will often run sessions with learners and communities with whom they have never met before. If your educational setting has learners with specific needs and vulnerabilities, such as children who have taken or experienced online risks in the past, then this can potentially place visitors, children and staff at risk. It is important to provide external visitors with sufficient information, in line with your confidentiality policies, to ensure they are appropriately prepared for the session.

Educational settings should be aware that online safety is a topic which can lead to disclosures from children and indeed adults. If someone discloses a concern during the session, it is essential that the education setting is able to take prompt and appropriate action in line with their safeguarding procedures. Educational settings should consider if it appropriate to discuss approaches for responding to online safety concerns with specialist agencies and any local support available, prior to using external visitors in case there is a need to refer a safeguarding concern. Educational settings should ensure that all members of staff are trained to deal with any disclosures or problems that learners may identify after receiving information from external visitors. Guidance on the process educational settings should follow when they have a concern about a child is also set out in part 1 of KCSIE which should be read by all staff.

When working with parent /carers, educational settings should be aware that they may ask specific questions about the education settings approach to online safety, such as what is covered within the curriculum. It's unlikely that external visitors will be able to answer and respond to these queries; therefore a member of staff should be present to enable the education setting to respond appropriately.

When external visitors are delivering training for members of staff within an educational setting, it is advisable that the Designated Safeguarding Lead (DSL) is in attendance throughout the session, in order to respond to any safeguarding issues or to be able to take appropriate action if a safeguarding concern about a learner or member of staff is identified.

How can educational settings evaluate the impact of external visitors?

If education settings are using external visitors to support their online safety approaches, then it is essential to make sure that their use is effective and appropriate. A common technique to look at the impact of online safety sessions is via the use of questionnaires or by requesting verbal feedback. Whilst this can be useful to gather an initial response or opinion about a session and a trainer themselves, this will not be able to identify any long term impact or behavioural changes.

Educational settings should give appropriate consideration to how or indeed if, long term impact can be identified. For example if after an external visitor has presented a session on cyberbullying there is an increase in children reporting issues, then this could be viewed by educational settings as there not being any impact as online risk taking behaviour hasn't stopped. Equally this could be considered to show a positive impact in that the children now feel confident about reporting concerns.

Online safety education needs to explore potential consequences of online risk in a meaningful way which enables audiences to make more informed decisions but also to take appropriate steps to safeguarding themselves if they encounter issues. Educational settings should acknowledge that in many cases the long term impact of such sessions will only be visible if learners are adequately supported to develop key skills throughout the curriculum and for parents within as part of wider parental engagement approaches.

Part Three: Useful Resources

Resources which may support educational settings to educate their learners:

- CEOP's online safety education programme called Thinkuknow: www.thinkuknow.co.uk
- Childnet (a non-for-profit organisation working in online safety): www.childnet.com/resources
- UK Safer Internet Centre, (a coordinated partnerships of SWGfL, the Internet Watch Foundation and Childnet): www.saferinternet.org.uk/advice-and-resources/young-people
- SWGfL and Common Sense Media Digital Literacy Scheme of Work, which includes curriculum mapping: www.swgfl.org.uk/productsservices/esafety/resources/Digital-Literacy

Resources which may support educational settings to educate parents/carers:

- Parent Zone, a not-for-profit organisation, offers Parents information to help understand the digital world and raise resilient children: www.parentzone.org.uk
- Parent/Carer support from the UK Safer Internet Centre: www.saferinternet.org.uk/advice-andresources/parents-and-carers
- Childnet, provides information and advice for parents and carer, including a printable sheet available in 12 languages: www.childnet.com/resources/supporting-young-people-online
- Vodafone's Digital Parenting magazine: www. parentzone.org.uk/Digital-Parenting-Magazine-order-here
- Netware by NSPCC and O2, offers a guide to social networks for parents. www.net-aware.org.uk
- Share Aware by NSPCC and O2, offers advice to parents about the internet: www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware
- ParentInfo by CEOP and Parent Zone provides high quality information to parents and carers: www.parentinfo.org
- Parents section of CEOP's Thinkuknow website: www.thinkuknow.co.uk/parents
- "Engaging parents with online safety" by Kent Country Council: www.kelsi.org.uk/child-protection-and-safeguarding/e-safety
- Internet Matters, not-for-profit organisation that is backed by BT, Sky, TalkTalk and Virgin Media and provides advice and resources for parents/carers: www.internetmatters.org

Resources which may support educational settings to educate their staff:

- CEOP offers one day training for professionals (paid Ambassador training) on online safety. www.thinkuknow.co.uk/teachers/training/paidtrainingDetails
- UK Safer Internet Centre advice and resources for teachers and professionals: www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals and Online Safety Briefings from young people: www.onlinesafetylive.com
- Childnet's Professional resources: www.childnet.com/teachers-and-professionals
- "Keeping Children Safe Online" by NSPCC and CEOP is an online introductory safeguarding course for anyone who works with children: www.nspcc.org.uk/what-you-can-do/get-experttraining/keeping-children-safe-online-course
- Access any local support available - some regional broadband consortia, local authorities or local safeguarding children's boards offer online safety training for professionals

Annex A: Suggested Booking Form

This form is provided as a template to stimulate discussions between external visitors and educational settings. Educational settings will need to amend and adapt this according to their needs and this should not replace a formal contract.

PART ONE	**To be completed by the Educational Setting**
Name of Educational Setting	
Main contact and role	
Date of session	
Start time	
Duration	
Audience	
Age / Year / Key stage (if appropriate)	
Aims of the session	• • •
Specific topics to be covered	
Other relevant information (Including prior knowledge/training, known safeguarding concerns, safeguarding arrangements, member of staff who will be present etc.)	
PART TWO	**To be completed by External Visitor**
Name of external visitor	
Contact information	
DBS check or equivalent (if required)	
Title of session	
Type of session (Assembly, workshop etc.)	
Learning outcomes	• • •
Brief overview of the content	
Resources used	
Equipment/Resources needed	
Handouts/resources provided	
Other relevant information or queries	

Annex B: Considerations for External Visitors

External visitors to educational setting 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 external visitors to explore these issues but may also be helpful for educational settings to share with potential visitors.

Key points to consider may include:

1. **What does the educational setting hope that learners or others will get from your visit?**
   - What are the desired learning objectives (the specific intentions of the session) and learning outcomes (what will pupils know, understand or be able to demonstrate as a result of this session)?
     - Are their hopes and expectations realistic or do you need to renegotiate?

2. **Who will you are working with?**
   - What is the group size?
   - How old are the learners?
   - Are there any specific issues or concerns (such as special educational needs, learners 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 e.g. specific room layout (appropriate for the audience), IT equipment (projectors, sound), photocopying/distribution of resources, refreshments etc.?**
   - Is the educational setting able to provide this?

4. **What do the learners or community already know about online safety?**
   - Will they have a chance to give you any questions or interests in advance of the session?

5. **Does the educational setting need anything from you before the visit?**
   - Do you have information about yourself that you can share with the educational setting in advance?
     - This could include qualifications and security checks, example questions or case studies, or contacts with other educational settings that you've worked with.

6. **What information do you need before the visit?**
   - Is there any specific local information such as key contacts, policies and procedures etc.?
   - Do you need to survey your audience before the session to help inform your content?

7. **What is the educational settings policy if a learner or member of the community tells you something that makes you concerned for their or others safety?**
   - What is the educational settings policy on child protection and confidentiality?
   - Will the educational setting ensure that a member of staff is present during the session to safeguard both you as the visitor and the learners, or to answer any specific questions?

8. **What will the educational setting do after your visit?**
   - Are you willing or able to leave any material or information behind for the educational 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?

Version One of this guidance is being shared as a pilot to enable the UKCCIS Education Group to gather feedback from educational settings and external visitors, as well as other agencies, to ensure it is fit for purpose before the final version is published. This document should be considered as draft and education settings may wish to access appropriate support when considering its use.

In order to submit your views and suggestions then please access this survey (https://www.surveymonkey.co.uk/r/externalvisitorsforonlinesafety).

The survey will be live for four weeks between 26th of September and 26th of October 2017.

These comments will be used to help produce a final version which will be published on the UKCCIS page in Autumn / Winter 2017.

This guidance has been written by Rebeca Avery, Kent County Council, and the UKCCIS Education working group, based on content initially developed by the PSHE association: