

# **Using External Visitors to Support Online Safety Education**

**Guidance for Educational Settings**

**July 2018**

# Using External Visitors to Support Online Safety Education

External visitors can provide a very useful and engaging approach to enable educational settings to deliver online safety messages to children, young people and adults. With Sex and Relationships Education (SRE) becoming [statutory for all primary and secondary schools in England from September 2019](#), it is likely that many educational settings will be seeking support to help explore issues such as cyberbullying, online pornography, 'sexting' and staying safe online.

This guidance classifies an external visitor (which could include visitors representing national or local organisations and agencies as well as independent consultants or individuals) as anyone who is not a regular member staff, who goes into an educational setting to work alongside teaching staff, supporting the planned delivery of any curriculum or awareness raising activity.

This guidance aims to support educational setting leaders, managers, Designated Safeguarding Leads (DSLs), PSHE Leads and others, in making informed decisions regarding the most appropriate use of external visitors to ensure online safety education approaches are effective.

The use of external visitors to support online safety education can provide significant benefits to educational settings but their use should be carefully considered to ensure they are effective. An over reliance on external visitors can undermine safeguarding practice; one-off events are unlikely to empower learners to develop safe and appropriate online behaviour and may not result in long term positive changes, unless viewed as part of a setting wide approach.

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/shock 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 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.

The guidance will be reviewed on an annual basis; it may be amended to reflect any national policy or legislative changes.

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

# Content

This guidance has been broken up into sections for ease of use. It is recommended that educational settings read Part Two to enable them to fully explore the content and subsequent required decision that is making identified within previous parts.

## **Part One: Considerations for Educational Settings when using External Visitors to support Online Safety Education**

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

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

This section contains supplementary information to help Designated Safeguarding Leads, PSHE Leads and other pastoral staff working within educational settings to consider the appropriate use of external visitors to support online safety within the curriculum and more broadly where appropriate

## **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 using external visitors to support online safety education

Additional information to enable educational settings to fully consider these questions in more depth can be found within Part Two of this document. Settings may need to amend the content covered according to the audience and purpose of the session. This checklist can be used to compliment any existing planning documents used for external visitors.

Educational settings may find it helpful to access the UKCCIS [‘Education for a Connected World’ Framework](#) as part of the planning process.

## Aims and objectives

Question	Yes	No	Actions/Evidence
<p><b>Are you clear on the desired learning objectives and outcomes?</b></p> <ul style="list-style-type: none"> <li>• <i>What are the specific intentions; what will learners know, understand or be able to demonstrate after the session(s)?</i></li> <li>• <i>Has the focus for the input been identified in the setting’s scheme of work?</i></li> <li>• <i>Is the session being implemented in response to a specific incident or concern effecting members of your community?</i> <ul style="list-style-type: none"> <li>○ <i>If so, have you considered the wider safeguarding implications of the incident?</i></li> <li>○ <i>is this approach likely to have the desired long and short-term outcomes?</i></li> <li>○ <i>How will you safeguard those involved?</i></li> </ul> </li> <li>• <i>Have you shared the learning objectives and desired outcomes with the external visitor?</i></li> </ul>			
<p><b>Will the external visitor supplement the whole setting approach/ethos towards online safety?</b></p> <ul style="list-style-type: none"> <li>• <i>Is an external visitor the best way to achieve the learning objectives/outcomes?</i> <ul style="list-style-type: none"> <li>○ <i>What is it that an external visitor will bring to the learning; can they provide something staff cannot?</i></li> </ul> </li> <li>• <i>Have you planned adequate time for discussing details of the visit and your safeguarding ethos with the external visitor?</i></li> </ul>			
<p><b>Is the input relevant and helpful to the community in the long term?</b></p> <ul style="list-style-type: none"> <li>• <i>Does it build on, extend or enrich previous work?</i></li> <li>• <i>Does it offer a stimulus for future work; if so, do members of staff have the skills and knowledge to build on it?</i></li> <li>• <i>Will learners have the time and skills to undertake further learning on the specific topics covered or explored?</i></li> <li>• <i>If appropriate, how will the learning be shared with</i></li> </ul>			

<p><i>other staff and learners?</i></p> <ul style="list-style-type: none"> <li>○ <i>Will a member of staff be present to ensure continuity and to develop links to other areas of work?</i></li> </ul> <ul style="list-style-type: none"> <li>• <i>Have you discussed how the session will support your long term aims with the external visitor?</i></li> </ul>			
<p><b>If working with parents/carers, have you considered how best to ensure the maximum impact of the session?</b></p> <ul style="list-style-type: none"> <li>• <i>Is there demand from parents/carers?</i></li> <li>• <i>How will the event be advertised?</i></li> <li>• <i>How will you engage with parents/carers who are unable to attend?</i></li> </ul>			

### Selecting an external visitor

Question	Yes	No	Actions/Evidence
<p><b>Are you confident the external visitor has the required skills and knowledge?</b></p> <ul style="list-style-type: none"> <li>• <i>What is their professional background or experience?</i> <ul style="list-style-type: none"> <li>○ <i>Is this relevant and/or helpful to the session?</i></li> <li>○ <i>Are there any limitations?</i></li> </ul> </li> <li>• <i>If appropriate, do they have any accredited or recognised training/teaching and/or child protection qualifications?</i> <ul style="list-style-type: none"> <li>○ <i>If so, can they provide evidence and is this suitably up-to-date?</i></li> </ul> </li> <li>• <i>Do they have an appropriate understanding of safeguarding in educational settings?</i> <ul style="list-style-type: none"> <li>○ <i>Are they aware of relevant national policies, requirements and guidance, such as 'Keeping children safe in education' (KCSIE)?</i></li> </ul> </li> <li>• <i>Can they put you in touch with other settings they have worked with to provide verbal, as well as written testimonials?</i></li> </ul>			
<p><b>Have you checked the resources being used?</b></p> <ul style="list-style-type: none"> <li>• <i>Is the content up-to-date; does it provide accurate information?</i></li> <li>• <i>Is the content based on appropriate guidance and/or research?</i></li> <li>• <i>Are they using their own resources or are they using material from a third-party organisation?</i> <ul style="list-style-type: none"> <li>○ <i>If so, do they have permission?</i></li> </ul> </li> <li>• <i>Will they provide follow up resources to use after the session?</i></li> </ul>			
<p><b>Are you confident the key messages are being delivered in line with your safeguarding ethos/approach?</b></p> <ul style="list-style-type: none"> <li>• <i>Are the messages and content credible, balanced and appropriate?</i></li> <li>• <i>Do they provide the audience with appropriate and realistic skills to help them to keep safe online?</i></li> <li>• <i>Is there any content or activities which could place members of the community at risk of harm; have you</i></li> </ul>			

<p><i>discussed the use of scare/shock tactics?</i></p> <ul style="list-style-type: none"> <li>• <i>Are they an appropriate role model online?</i> <ul style="list-style-type: none"> <li>○ <i>Have you undertaken appropriate checks such as social media and internet searches.</i></li> </ul> </li> </ul>			
<p><b>Are you sure the external visitor is aware of your settings specific context?</b></p> <ul style="list-style-type: none"> <li>• <i>Are they aware of local trends?</i></li> <li>• <i>Are they aware of local support available?</i> <ul style="list-style-type: none"> <li>○ <i>This could include local policies, procedures and key contacts.</i></li> </ul> </li> </ul>			
<p><b>If appropriate, will the training be certified?</b></p> <ul style="list-style-type: none"> <li>• <i>If so, who by?</i></li> </ul>			

### Safeguarding the community

Question	Yes	No	Actions/Evidence
<p><b>If appropriate or required, does the external visitor have an appropriate suitability check, e.g. DBS?</b></p> <ul style="list-style-type: none"> <li>• <i>Can they provide evidence of this?</i></li> </ul>			
<p><b>Have you briefed the visitor on child protection policies and procedures?</b></p> <ul style="list-style-type: none"> <li>• <i>Do they need to sign or agree any setting documents, such as Acceptable Use Policies, Media, Use of Images, Visitor policies?</i></li> </ul>			
<p><b>Have you identified any learners or adults who could be upset or distressed by the input?</b></p> <ul style="list-style-type: none"> <li>• <i>If so, how will you ensure their safety and wellbeing?</i></li> <li>• <i>Are there clear procedures for dealing with queries, concerns or safeguarding disclosures?</i></li> <li>• <i>Will an appropriately trained member of staff be present during the session to take responsibility for discipline and safeguarding?</i></li> </ul>			

### Evaluating success

Question	Yes	No	Actions/Evidence
<p><b>What follow up work will be required?</b></p> <ul style="list-style-type: none"> <li>• <i>Will the audience be given time to reflect on the session?</i></li> </ul>			
<p><b>How will you evaluate the input and assess the impact?</b></p> <ul style="list-style-type: none"> <li>• <i>Consider; what went well, were the objectives achieved, what did not work as well, how could the session be improved?</i></li> <li>• <i>What will 'success' look like for you in both the short and long term? Is this realistic to achieve and can you evidence it?</i></li> </ul>			
<p><b>Will the external visitor evaluate the input?</b></p> <ul style="list-style-type: none"> <li>• <i>If so, how?</i></li> </ul>			

# **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 core skills required to keep themselves safe online. When viewed as part of a well-planned, broad and balanced curriculum or engagement process, external visitors can add significant value to learning and practice within educational settings.

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. Additionally, the skills learners develop by interacting with a visitor are important transferable skills beyond the focus of the topic itself.

External visitors can:

- provide expertise in an issue or topic
- raise confidence in dealing with specific concerns
- establish a 'first contact' to a helping agency
- bring 'novelty' to learner experiences
- provide an in depth local and/or national context to educational settings
- act as an expert witness, recounting events in their lives from a personal or professional perspective

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. Educational settings should be 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.

Educational settings themselves are always responsible for the learning children and young people are receiving; external visitors cannot replace a teacher in the classroom or the support an educational setting can provide to staff and parents/carers. However, staff cannot be expected to have a complete and current knowledge of every topic covered within online safety education; the use of external visitors is therefore an important part of many education and engagement programmes.

## **When should educational settings not use external visitors?**

Online safety education should never be viewed as a 'one-off' or 'tick box' event. 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. It is therefore essential education settings view external visitors as educational resources, not as substitute teachers or as a 'tick box' for delivering online safety in its entirety.

In some cases, educational settings may have sufficient resources to deliver online safety education as part of a planned long-term approach. If educational settings become overly reliant on external visitors, it can leave the community with a perception that the setting has limited understanding of online safety. More worryingly, a dependence on external visitors to provide advice and education can lead to a loss of confidence in the educational settings ability to safeguard children. External visitors should be used to compliment and support existing educational approaches implemented by the setting.

### **Is a “one-off” event enough?**

External visitors can 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. When used effectively, external visitors can help educational settings to build confidence in dealing with specific online safety concerns.

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; online safety needs to be recognised as being an ongoing life skill which is developed long-term. Educational settings should also recognise that a ‘reactive’ session in response to a specific incident can, if not carefully managed, cause considerable distress and harm to learners, staff or parents/carers involved; DSLs must therefore carefully consider if this approach will achieve the desired result.

‘One-off’ sessions may only raise awareness in the short term as the content covered may date quickly, therefore a longer term whole setting approach will be required. Learners need to acquire essential skills such as risk identification and management, decision-making, problem-solving and communication skills; a single assembly or lesson cannot hope to achieve this.

A ‘one-off’ session will always need follow-up work led by staff, within the setting itself. Settings need to invest time and resources to ensure staff feel sufficiently equipped to discuss a range of online safety concerns with their community.

### ***Engaging with parents/carers***

Whilst one off parental awareness sessions can be a useful way to engage parents/carers and to promote a consistent and clear message, it must be acknowledged that attendance at such events can vary considerably. Many educational settings also find that such events do not involve the most vulnerable members of the community.

Online safety awareness sessions may be offered at times that are not suitable for all parents/carers, due to work or childcare commitments. Events should not be used in isolation and instead be part of a long-term communication plan; this could include linking in with existing events, providing child led learning and signposting to regular information via websites and newsletters etc.

Kent County Council has further information regarding [‘Engaging Families in Online Safety’](#) which may be helpful for educational settings to consider.

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

External visitors can provide incredibly powerful and beneficial learning experiences; however, settings should not confuse impressive marketing content or charismatic and well-intentioned visitors with those who are suitably skilled to deliver credible and appropriate messages.

Consider:

- Is there an opportunity to see the external visitor work at another educational setting?
- Is there a personal recommendation from a professional colleague?
- Are they a member of staff from a credible national or otherwise recognised organisation?
  - How will you verify this?

Many external visitors will have a significant history of working within safeguarding or education and may have substantial knowledge or experience within the field of online safety. However, some external visitors may lack safeguarding or education experience and/or training; indeed, some may never have worked directly with children and young people.

Some visitors may state they are representing an official organisation after attending a single training event several years ago. It's therefore essential to make appropriate checks to ensure the visitor is up-to-date, skilled and/or supported so that the session can achieve the desired learning outcomes and does not place learners at risk.

Education settings may need to take steps to check that the “digital footprint” (such as social media presence) of the visitor is role modelling positive online behaviour and demonstrating the key online safety messages being delivered. If external visitors are exhibiting poor safeguarding practice or are sharing inappropriate content, images or opinions online, educational settings should consider if they are appropriate to use.

Part One of this document highlights a series of questions to use to explore key issues and can help settings make decisions regarding the effective use of external visitors.

If an external visitor does not have training and/or teaching qualifications, that does not mean they cannot provide effective online safety education. Likewise, educational settings should not assume that if a visitor has relevant qualifications it means that they will be effective. Educational settings should use the questions in Part One to inform their decision making when selecting appropriate visitors.

## What expectations should educational settings have from external visitors?

Educational settings should ensure that external visitors have a sufficient understanding and awareness of the unique requirements relating to safeguarding in schools. They should be up-to-date with and aware of any specific or relevant guidance and support, such as those identified in [‘Keeping children safe in education’ \(KCSIE\)](#).

Educational settings should be check if external visitors are aware of local support and guidance; if they are unaware of the local safeguarding policies, procedures or contacts, their use may not be appropriate for all audiences.

Educational settings should also work with external visitors prior to any sessions to ensure they are aware of internal reporting procedures for learners and parents/carers to follow.

### ***Content***

Whilst the exact nature of the content will vary depending on the educational settings needs and requirements, the target audience and the length of time available, educational settings could expect the following types of content to be covered by an external visitor:

- Either a brief overview of some of the potential risks that children may encounter online (such as those highlighted within Annex C of KCSIE; 'Content, Contact and Conduct') or an in depth look at a key risk as identified by the educational setting
- An acknowledgment to the range of different ways children and young people use and access technology, for example mobile phones, games consoles, tablets and apps etc. not just laptops and computers
- An exploration of the positives of technology for both children and adults
- Appropriate examples and case studies which makes the learning feel relevant to the audience and is delivered confidentially and sensitively. These examples and case studies should also not employ 'scare tactics' - ***please see page 11***
- If working with staff, professional practice online; the potential implications and appropriate steps to take to help professionals manage their professional reputation
- A range of practical tools and resources to help the audience develop appropriate online risk management techniques such as use of privacy settings, blocking and reporting, both on and offline

### ***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 safeguarding ethos and approach, prior to use. Educational settings should ensure that any external agenda is compatible with the learning objectives as well as safeguarding policies. 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 to "sell" a product. Whilst in some cases this may be considered by setting leadership as being appropriate, settings should consider taking steps to remain impartial and should be cautious about endorsing specific products.

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.

### ***Use of 'scare tactics'***

In many cases, educational settings may be tempted to invite an external visitor in as part of a 'shock' approach, usually following a concern or incident. Whilst the use of 'scare tactics' is likely to 'excite' an audience and can generate discussion, it may only have a limited short-term impact. Educational settings should carefully consider if this approach is necessary or appropriate, and whether it is likely to keep children safe in the long term.

Approaches should focus primarily on developing and rehearsing the understanding, skills and behaviours that promote safer practice online. 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 always be avoided.

The use of extreme examples or 'scare stories', whilst engaging, can be difficult for children and parents/carers to relate to; this can create a misconception of "this wouldn't happen to me/my child". It can be harder for children and adults to 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 young people, their engagement with the online world is fun and positive.

Scare tactics or approaches which label specific sites or apps as 'dangerous' is usually employed with good intentions, however it can increase exposure to risks. Many learners enjoy thrill seeking 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.

When working with parents or carers, identifying specific apps, games or websites as 'bad' or 'safe' can develop complacency. Not only will content date quickly as different apps come in and out of fashion, but adults may believe banning access means children will be safe. Additionally, this approach does not explore the wider underlying behaviour issues which occur regardless of which app, game or website is involved.

'Shock' approaches can also result in children often being unnecessarily restricted online by parents and carers. It is not always realistic for parents/carers to ban access in the long term; children are likely to be exposed to technology outside of the home. Ultimately this could put children at increased risk of harm due to naivety or make them less likely to disclose issues through a fear of being punished for doing something 'banned'.

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

### ***Inappropriate/ineffective use of resources***

Educational settings need to ensure that external visitors are credible, especially if they are working with children and young people. This doesn't mean external visitors must be young or technology "experts", but it's important they use and understand the types of games, apps and social media sites that are popular with children.

The use of up-to-date material and research is essential. If an external visitor uses out of date terminology (such as referencing old technology) or relies on dated or biased research, the impact of the message will be undermined and, in some cases, lost entirely. Equally, educational content including videos, can date very quickly; external visitors should take appropriate steps to update their content to ensure that key messages are relevant to the audience. Educational settings will need to consider how they will know this has taken place. Questions about research, resources and content being used by external visitors should be asked by settings prior to booking.

Educational settings should 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 settings should take steps to pre-check material to ensure 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 cause considerable distress and trauma and may prevent learners from seeking support.

### ***Effective group size***

It's unlikely that a whole setting assembly, including 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. This may also apply when using external visitors with staff groups and parents/carers.

Ideally when working with learners' external visitors will interact with small groups. In smaller sessions, learners will not only receive the benefit of the 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 visitor and, if appropriate, their organisation. This is not always possible, therefore educational settings need to consider the use of external visitors based on the desired learning objectives.

Consideration also needs to be made if the subject matter is of a sensitive nature e.g. online sexual exploitation and abuse. The education setting will need to assess the appropriateness of using external visitors to deliver such sessions taking into consideration safeguarding concerns and knowledge of any previous or ongoing experiences of children.

When working with staff and parents/carers, it is likely that educational settings will want the largest audience possible to ensure that online safety messages are shared, and to ensure there is value for money. It is important for educational settings to be aware there is little point paying for an external visitor to deliver an online safety input if only a small number of the community are willing or able to attend. An input delivered by external visitors may not always attract interest from the community; a range of methods will be required, and external visitors should therefore be used to compliment the approach towards online safety. Settings could work with external visitors so that the learners deliver or facilitate online safety awareness sessions 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 three of KCSIE, which 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 appropriate DBS checks. This is no reflection on the external visitor but helps to ensure professional safety for all involved. Staff will 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 setting has learners with specific needs and vulnerabilities, such as children who have taken or experienced online risks in the past, this can potentially place visitors, children and staff at risk. It is important to provide external visitors with sufficient information, in line with safeguarding and 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 adults. If someone discloses a concern during the session, it is essential to take prompt and appropriate action in line with safeguarding procedures. Educational settings should ensure 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 if they have a concern about a child is set out in Part one of KCSIE which should be read by all staff.

When working with parent and carers, educational settings should be aware that specific questions may be asked about the 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 respond.

When external visitors are delivering training for members of staff, it is advisable that the Designated Safeguarding Lead (DSL) is in attendance throughout the session to respond to any safeguarding issues, or 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 online safety, it will be important to consider their effectiveness as part of the overall evaluation of online safety approaches.

A common technique to consider the impact of online safety sessions is via questionnaires or verbal feedback. Whilst this can be useful to gather an initial response or opinion about a session and a trainer themselves, this will not identify long-term impact or behavioural changes; educational settings should consider how or indeed if, long term impact can be identified. For example, if following a session on 'cyberbullying' 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.

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

## Part Three: Useful Resources

Please note, this is not an exhaustive list and focuses on resources available from the UKCCIS Education Working Group members. Local support may also be available for educational settings, such as via regional broadband consortia, local authorities or local safeguarding children's boards.

### Resources which may support educational settings to educate their learners:

- UKCCIS '[Education for a Connected World](#)' framework is designed to support educational settings equip children and young people for digital life
- NCA CEOP's online safety education programme, Thinkuknow: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- Childnet's educational resources: [www.childnet.com/resources](http://www.childnet.com/resources)
- UK Safer Internet Centre, (a coordinated partnership of SWGfL, the Internet Watch Foundation and Childnet): [www.saferinternet.org.uk/advice-and-resources/young-people](http://www.saferinternet.org.uk/advice-and-resources/young-people)
- SWGfL and Common Sense Media's Digital Literacy Scheme of Work: [www.digital-literacy.org.uk](http://www.digital-literacy.org.uk)
- The London Grid for Learning's DigiSafe team have a portal signposting a variety of curriculum resources: [www.saferesources.lgfl.net](http://www.saferesources.lgfl.net)

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

- Parent Zone (a not-for-profit organisation, offers information to help parents understand the digital world and raise resilient children): [www.parentzone.org.uk](http://www.parentzone.org.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk/advice-and-resources/parents-and-carers](http://www.saferinternet.org.uk/advice-and-resources/parents-and-carers)
- Childnet: [www.childnet.com/resources/supporting-young-people-online](http://www.childnet.com/resources/supporting-young-people-online)
- Vodafone's Digital Parenting magazine: [www.parentzone.org.uk/Digital-Parenting-Magazine-order-here](http://www.parentzone.org.uk/Digital-Parenting-Magazine-order-here)
- NSPCC and O2 provide online safety advice for parents/carers, including [Net Aware](#) and [Share Aware](#): [www.nspcc.org.uk/onlinesafety](http://www.nspcc.org.uk/onlinesafety)
- ParentInfo by NCA CEOP and Parent Zone: [www.parentinfo.org](http://www.parentinfo.org)
- Parents section of NCA CEOP's Thinkuknow website: [www.thinkuknow.co.uk/parents](http://www.thinkuknow.co.uk/parents)
- Internet Matters (a not-for-profit organisation, backed by BT, Sky, TalkTalk and Virgin Media), provides advice and resources for parents/carers: [www.internetmatters.org](http://www.internetmatters.org)
- LGfL Resources portal also highlights resources to share with parents from a range of providers: [www.saferesources.lgfl.net](http://www.saferesources.lgfl.net)
- Kent County Council's '[Engaging Families in Online Safety](#)' guidance

### Resources which may support educational settings to educate their staff:

- NCA CEOP offers one day training for professionals (paid Ambassador training) which focuses on preventative education in relation to online child sexual abuse - [www.thinkuknow.co.uk/professionals/training](http://www.thinkuknow.co.uk/professionals/training)
- UK Safer Internet Centre advice and resources for teachers and professionals: [www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals](http://www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals) and Online Safety Briefings: [www.onlinesafetylive.com](http://www.onlinesafetylive.com)
- Childnet's Professional resources: [www.childnet.com/teachers-and-professionals](http://www.childnet.com/teachers-and-professionals)
- "Keeping Children Safe Online" by NSPCC and NCA CEOP is an online introductory course for anyone who works with children: [www.nspcc.org.uk/what-you-can-do/get-expert-training/keeping-children-safe-online-course](http://www.nspcc.org.uk/what-you-can-do/get-expert-training/keeping-children-safe-online-course)

## Annex A: Suggested Booking Form

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

<b>PART ONE</b>	<b>To be completed by the Educational Setting</b>
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	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
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.)	
<b>PART TWO</b>	<b>To be completed by External Visitor</b>
Name of external visitor	
Contact information	
DBS check or equivalent (if required)	
Title of session	
Type of session (Assembly, workshop etc.)	
Learning outcomes	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
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 outcomes (what will learners 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 learners?
- Are there any specific issues or concerns (such as special educational needs and disabilities, 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 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?

This guidance has been written by the UKCCIS Education working group, based on content initially developed by the PSHE Association. Thanks to Rebecca Avery, Kent County Council, for project managing the production and drafting of this document.

