

MARCH 2014

SAFEGUARDING

HUB
HIGHLIGHTS

e-safety: from core to whole school

Inappropriate relationships and social media

Educating children about safeguarding

Teacher misconduct guidance

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March focus: case studies

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<http://bit.ly/casestudyoe>
- Deciding when to intervene in a suspected sexual relationship between a 12-year-old and a 16-year-old
<http://bit.ly/when2intervene>
- Dealing with a defensive and aggressive parent emphasises the importance of staying child focused
<http://bit.ly/Adecase>

You can find more case studies to use for staff discussion online <http://bit.ly/SafeguardingHub>

HUB LINE: 0845 0738805

Contact us with your questions about articles, using the Hub, safeguarding information or aspects of your role. Call the Hub team between 8am and 4.30pm Monday-Friday. Or ask our experts a question at <http://bit.ly/AskOE>

Hello!

Welcome to your *Safeguarding Hub Highlights* March 2014. We showcase here some of the features that have been published recently in your Safeguarding Hub, but for many more articles, case studies and ideas for professional development, log in to your Hub at <http://bit.ly/SafeguardingHub>

From the Hub team

New guidance: the wait continues...

On 12 February safeguarding professionals gathered at the annual *Protecting Children Update* conference. Unsurprisingly, a point of focus was the long awaited *Keeping Children Safe in Education* guidance. Speakers outlined what the final guidance is expected to look like and how DSPs could deal with the 'gaps'. One crucial element of ensuring comprehensive and consistent safeguarding is the school's child protection policy. To ensure yours is up to date and fit for purpose, join or catch up on Ann Raymond's 30-minute webinar for subscribers on 5 March: <http://bit.ly/policywebinar5>

Decision Support

Ask us any question related to your role through our **Consult the Experts** page, which you can access through this link: <http://bit.ly/AskOE>

You asked

Q *What is the current guidance on DBS checks required for host families provided by an FE college for 16-18 overseas students? Is it required for all the adults in the host family or just the principal householder?*

We answered

Read the answer from Hub expert **Dai Durbridge, Partner at Browne Jacobson**, at: <http://bit.ly/DBSchecks>
or
Ask the experts your own question: <http://bit.ly/AskOE>



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➤ You can download a PDF version of your *Hub Highlights* magazine by logging in to your **My Account** area on the Optimus Education website: <http://bit.ly/SafeguardingHub>

Taking action to prevent inappropriate relationships in social media

Dai Durbridge explains how to implement policies and a culture that fosters preventative rather than reactive measures to tackle inappropriate relationships between teachers and pupils in social media

The publication of the Serious Case Review (<http://bit.ly/JFcasereview>) regarding Jeremy Forrest's relationship with a student and a recent Freedom of Information request (<http://bit.ly/PSCnewsbeat>) showing that nearly 1,000 teachers have been accused of having a relationship with pupils in the past five years highlights that the boundaries between teacher and pupil remain blurred at times. The use of social media by teachers and pupils, while offering many positives, has also served to further blur those boundaries. Some teachers simply have not considered the risks whereas others may hold the view that engaging with pupils through technology is simply evidence of progressive teaching.

Regardless, social media brings safeguarding risks and the designated person needs to understand them, engage with them and ensure their school's policies and culture mitigates those risks.

Consider this...

To put the risk posed by social media into context, consider this scenario. Before the advent of social media, would you have sat down in your home on a Saturday evening, taken out your best writing paper and begun to pen a letter to one of your pupils? Having done so, would you have then added in a photo or two of you on holiday or on the girls' weekend away before sealing the envelope?

- If so, maybe you would then have popped over to the pupil's house and left your personal letter on his or her pillow so they could read your words and admire your photos as soon as they woke up.
- No? That's exactly what social media allows you to do. It can remove all of those boundaries and create opportunities for inappropriate contact.



The guidance explains what to do when the horse has bolted – what we want to focus on is closing the stable door beforehand



What the designated person should focus on

So what should the designated person be doing? The normal first step is to follow the guidance. However, the DfE has not issued any guidance around managing the engagement between staff and pupils via social media. While there is recent guidance around managing allegations made against staff (<http://bit.ly/dealingwithabuse>), this guidance explains what to do when the horse has bolted – what we want to focus on is closing the stable door beforehand. Until this guidance gap is plugged, schools need to take the commonsense approach and introduce their own policy to manage the risk surrounding relationships on social media.

There are three areas on which you need to focus to manage this risk.

1. Implementing a clear, concise policy
2. Working with your staff to ensure they buy in to the policy.
3. Making an honest assessment of your school's culture and what needs to change.

Implementing a clear, concise policy

As with all policies, short is best, clear is best. Long, rambling policies are not read; they make it difficult to engage staff and tend to include vagaries that make open, consistent implementation near impossible. In short, they defeat the point entirely. A good social media policy need not extend to more than one side of A4.

- Make it clear that the school seeks to support and protect staff through this policy, not limit their general use of social media.
- Have a clear policy for interaction with pupils. Using Facebook as an example, include a clear statement on whether staff can 'friend' pupils and how staff should react to friend requests from pupils.

This is a point on which the greatest clarity is required by setting out a clear, unequivocal

expectation. The clearest is that no teachers should be 'friends' with pupils, regardless of personal relationships or family connections. This would include teachers not being 'friends' with their own children. The next best approach is to make allowance for children and other relatives of staff. However, stretching the boundary further poses the risk of blurring the rule, making it hard for staff to follow and harder for the school to enforce.

- The policy should outline that the school has its own social media pages and that staff should use those for educational engagement with pupils, not their own profiles. It should be reviewed at least annually.

- Two other issues should also be considered: staff commenting negatively or inappropriately about other teachers, the school, pupils or parents; and how the social media pages of staff reflect on them personally. While both are important issues, it is perhaps better not to include them in the social media policy so that the policy can focus on safeguarding and not drift into the realms of staff conduct more generally.

Working with your staff

Once the policy is written, the next step is to disseminate it to your staff to ensure they buy into it. You may meet some challenges here, especially if you have taken the firm line on not allowing staff to 'friend' pupils who are relatives. As this policy can lead to many questions from staff, an opportunity to discuss it in a staff meeting can be useful. That meeting can also be a good opportunity to offer support to staff on how to manage their privacy settings and to get them to consider whether their profile picture represents them in the way they intend. For example, a profile picture of a young teacher taken towards the end of a night out may well display their fun side, but would it cause senior leaders to question their suitability for advancement in their teaching career?

Once the policy is disseminated it all comes down to the strength of your school's culture; an issue that permeates right through your safeguarding approach.

Your school culture

'Culture' is not easily defined but you know it when you see it. It's about how your staff conduct themselves, what is deemed acceptable at your school and the freedom with which staff can report what they consider to be unacceptable behaviour or slight concerns they may have.

The definition might be fluid, but the importance of a strong, open school culture cannot be overstated. To judge your school's culture, ask yourself this question: If a teacher



A culture that supports those who tell you about breaches of your social media policy and then goes on to swiftly manage them is the target to aim for



at your school had a nagging concern about a colleague but could not put his finger on why, would he feel comfortable telling the right person and be confident that that person would take the concern seriously? Once you've asked yourself, ask a colleague.

A strong, positive, open culture will improve the quality of the safeguarding measures you implement significantly. We know already that blurred lines can exist around the use of social media. A culture that supports those who tell you about breaches of your social media policy and then goes on to swiftly manage them is the target to aim for. Succeed, and your school culture will be seen not only to underpin and support the policy but also to support those staff that adhere to it.

Now is the time to create your policy. Don't feel the need to reinvent the wheel though – take the pointers set out above and speak to other schools as they may already have a policy in place. Just remember the golden rule: keep it short and make sure it is clear and concise; all the best policies are.

Finally, when it comes to concern about inappropriate relationships my top tip is to not be afraid to tell your staff to rely on the skills and experience they have gained over the years: if their gut instinct is that something is a little odd, they are probably right.

Online resources

Watch

Dai Durbridge discusses how to combat the risks posed by social media in this video in your Hub:

<http://bit.ly/Daisocialmedia>

★ Ask

Consult the experts: if you have a concern or query and can't find the answer on our site, use our Consult the Expert service for a personalised response.

<http://bit.ly/AskOE>

We recently answered a question from a teacher concerned about a staff member tweeting an ex-pupil. See what our experts advised here:

<http://bit.ly/tweetingCtE>

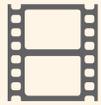


Print

An internet safety factsheet from your Safeguarding Hub to help you monitor and evaluate internet and social media use in your school: <http://bit.ly/safeonline4>

Video and audio content in your Hub

Visit your Safeguarding Hub to watch video interviews and listen to audio posts from experts for quick, clear updates on essential safeguarding issues



Emotional wellbeing

Dr Tina Rae gives her expert advice on how the designated person can protect their own emotional wellbeing

Anyone dealing with complex or difficult casework surrounding child abuse, sexual exploitation or other types of abuse needs to find a way to protect their own emotional wellbeing to ensure that they don't suffer from the effects of fulfilling their role as the designated person.

In this short video Tina advises that individuals and schools should have systems of support to offer some form of debrief for anyone who has had to deal with a traumatic experience. Tina says that as soon as a designated person begins waking up during the night thinking about a case it is a sign that something is wrong and a proper psychological debrief is needed, whereby you can discuss the experience, your feelings and reactions towards it. Tina goes on to describe how to put these systems in place.



➤ **Watch Tina's video online:**
<http://bit.ly/DSPwellbeing>

There will be a series of articles by Tina over the coming months advising how the designated person can protect their own emotional wellbeing while fulfilling this challenging role, so watch out for these in future issues of *Hub Highlights*.

➤ **Related content in your Hub**
John Guest shares his top ten survival tips for the named person in this online article:
<http://bit.ly/DSPsurvivaltips>



As soon as a designated person wakes up during the night thinking about a case, it is a sign that something is wrong and a debrief is needed

Dr Tina Rae



It isn't necessarily incidents that happen in school but commonly incidents of behaviour outside of school that the school is expected to deal with; this is why a consistent approach is so important

Alan Mackenzie



Working with other staff on e-safety

Alan Mackenzie, our e-safety expert, discusses how to implement a whole school approach to e-safety to ensure that it is everyone's responsibility

In his audio post Alan says 'at some schools e-safety is still treated as an ICT issue and not a safeguarding matter and because of this on rare occasions it's a single member of staff at the school who deals with all e-safety matters.

'Safeguarding is a very serious matter and as such there needs to be a whole school, standardised approach to dealing with e-safety concerns. This standardised approach is your e-safety policy.'

Alan argues that a consistent, co-ordinated approach across the school is important but while safeguarding and e-safety should be a whole school matter there are clearly roles that need to take the lead. Most commonly these are the governing body, the SLT, the ICT co-ordinator and pastoral staff.

Alan goes on to describe how each of these roles can work towards a consistent approach to e-safety, including dealing with the latest online trends like Nekomination. A whole school approach is vitally important and every member of staff should be involved in this process. e-safety will be embedded into the National Curriculum from September 2014 and so in practice e-safety shouldn't just be the remit of ICT. Therefore it's good to consider cross-curricular aspects too.



➤ **LISTEN** to the full audio content online and **download Alan's checklist** for developing a whole school approach
<http://bit.ly/Alansaudio>

@esafety_officer Talktalk's Internet Age Calculator puts our online knowledge to the test, are you internet savvy? [#SID2014](http://bit.ly/talktalk14)

Experiences of a named person: educating young children about safeguarding

Educating young children about keeping themselves safe and protecting themselves from abuse can be a challenge. **Debs Ward** explains different approaches that she has used to teach this message to primary aged children

Barriers to educating young children about abuse

As a primary DSP the biggest barrier I face, in trying to educate our pupils about abuse and ensuring that they understand procedures to safeguard themselves, is parents. The minute you mention the word 'abuse' parents panic and within an instant have a whole catalogue of images and thoughts running through their minds. I'm sure I don't have to expand on this reaction but needless to say it is all the typically negative, stereotypical responses you would expect.

Sadly, this split-second thought process, more often than not, causes a huge barrier to this aspect of their child's education which then has to be carefully and skilfully broken down for a positive re-education process to take place. The barrier comes from the fears that parents have around their children learning things which they feel are too advanced for their child's level of understanding. Many parents are worried that their children may hear or see things that they deem inappropriate, such as images of neglect and abuse or exposure to content which describes violence or abuse.

Another issue I have faced, in my quest to provide effective and early safeguarding education, is staff anxiety.

Primary school teachers are brilliant people who, on a daily basis, turn their hand to anything and everything but this can be a highly sensitive area to teach and staff worry about a number of things, including getting it wrong, opening up a tricky line of conversation and not having the experience to deal with it and suffering the possible wrath of angry parents who have a misunderstanding of what has actually been taught.

Despite these barriers there are some systems which make it easier for DSPs to teach young children about safeguarding.



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Aliens Love Underpants

The popular book *Aliens Love Underpants* by Claire Freedman is a fantastic resource to use as a lead in to talking to young children about how to keep themselves safe from abuse. This colourful and engaging story follows a group of aliens who get up to hilarious antics with underpants. A perfect story to link to the NSPCC Underwear Rule <http://bit.ly/underwearule>

The NSPCC Underwear Rule

Although the Underwear Rule, and its supporting resources, is aimed at parents it can easily be adapted to use in school. The main aim of the campaign is centred on adults talking 'PANTS' with children, each letter covering a different line of the rule in a simple and age-appropriate way.

P Privates are private

A Always remember your body belongs to you

N No means no

T Talk about secrets that upset you

S Speak up, someone can help

Drawing on expertise and services to support high quality learning

We have used a range of experts to enhance our PSHE curriculum and support the delivery of safeguarding education. These services have included:

- **Our school nurse** – the nursing services are a fantastic education source. We use various professionals from the service to deliver assemblies, one most notably on Children's Rights, including their right to be safe from harm and abuse. This was then built on in the classroom through curriculum PSHE lessons. Children explored and discussed how to protect themselves, and who they could talk to if they were worried
- **Barnardo's Turnaround Service** – this is a service that works with young people (from five to 15 years old) helping to raise their self-esteem, skills and knowledge in keeping themselves safe from sexual exploitation and abuse. The service delivered a programme of work with a mixed age group of Key Stage 2 children whom we had identified as being vulnerable for a number of reasons.

From our experience the children enjoy learning from a visitor but some services have met our needs more effectively than others. In the past we have made some mistakes by using private companies who have advertised 'plays' and 'workshops' for children focusing on keeping themselves safe. I'm sure you have come across such companies. In the main these have not particularly worked for us as the content was not quite what we were expecting, or wanting, and we were unable to 'vet' the quality first.

Getting it right from the beginning

The best way a primary DSP can implement a whole school programme of effective safeguarding education is by providing good quality training and resources. Investing in training for staff who are delivering this aspect of the curriculum is time and money well spent. It provides them with the knowledge and skills of how to plan and deliver age-appropriate lessons. More importantly, it provides them with the confidence to tackle tricky conversations, as they arise, in a factual but sensitive way as opposed to 'skirting' around the subject for fear of handling it incorrectly.

Inviting parents to attend an information session about what is going to be taught, how it will be done and the materials that will be used is most definitely the best way to dispel stereotypical views. In doing this parents are fully aware of the content of the education programme and rather than taking a negative and often misguided view they become hugely supportive of the teachers.

Using these resources

Here are some of my most effective examples of how you can combine the book and the Underwear Rule to educate young children on how to protect themselves.

Children design and paint their own crazy pants and display them on a washing line across the classroom creating their own visual 'PANTS' reminder.

Perform an assembly for parents to explain the Underwear Rule – use the Aliens Love Underpants story as a vehicle to introduce the message.

Year 6 children write and perform a play for a younger audience teaching them the 'PANTS' message. Produce flyers and leaflets for parents advertising the play.

Using the NSPCC parent guides children create their own version for parents to take away after the assembly.

Using puppets or aliens in the role play area children put pants on them and teach them the Underwear Rule.

Create a class guide or poster for the aliens to explain the 'PANTS' rule.

Finally, I would always recommend that any outside agencies which offer support for this area of the curriculum are carefully considered. It is worth contacting other schools who have used such services to seek their opinion as to the quality and effectiveness of the content and delivery to ensure that this meets the needs of both your pupils and their parents.

➤ **Learn how to translate your primary school safeguarding policy into a child's language** Joanna Nicolas advises on how primary schools can discuss safeguarding processes and policies in a way their pupils will understand, in her online article in your Hub: <http://bit.ly/SCdefinitions>

Teacher misconduct: consultation outcome and new guidance

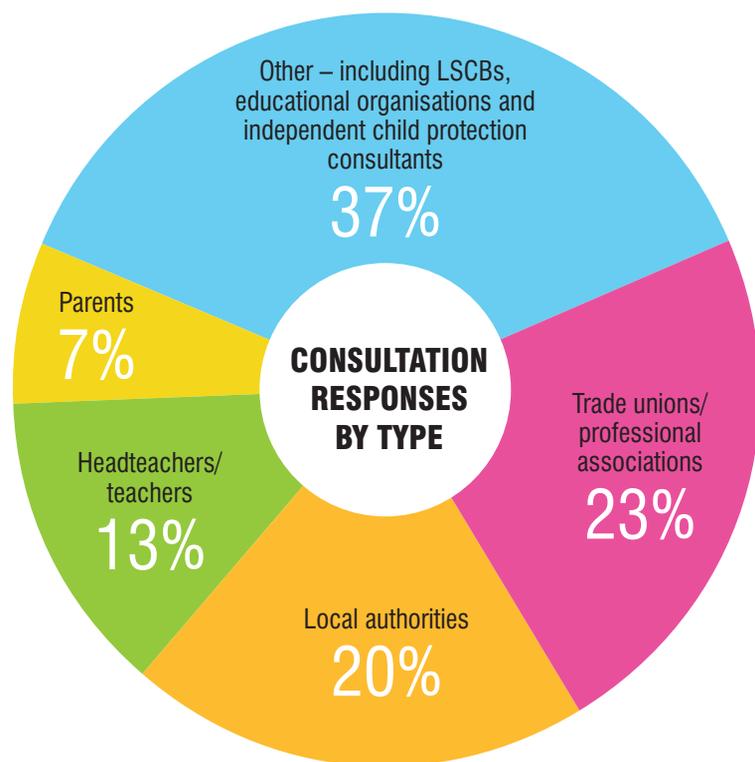
Carolyn Eyre examines the results of the consultation on teacher misconduct guidance and scrutinises the changes that have been incorporated

Following intense media scrutiny of the Bettley case (see below, right) in Spring 2013, the DfE was prompted to issue draft guidance for teacher misconduct panels. As readers may recall, the Bettley case was brought to national attention just as the previous GTC misconduct arrangements were being transferred to the NCTL (National College of Teaching & Leadership), a new body resulting from the amalgamation of the Teaching Agency and the National College of School Leadership. The DfE invited responses to this draft guidance with consultation ending in September 2013, and the final version of the guidance being published in January 2014, along with a synopsis of the consultation responses (<http://bit.ly/janconsultation>) The chart on the right shows the types of responses received.

Did anything change as a result of the public consultation?

Generally, the changes proposed in the draft guidance were welcomed by the people and organisations who submitted views to the DfE. Concerns tended to relate to specific sections or references, such as whether the threshold between 'sexual misconduct' and 'serious sexual misconduct' could be defined and whether the interface between the Disclosure & Barring Service (DBS) and NCTL could be clarified. A number of respondents felt that the document should be amended to include more information on cautions: the circumstances in which they are issued by police and the weighting cautions should be given when considering a case of misconduct. It was also felt that the proposed guidance was poorly worded in relation to teachers who have committed offences which did not result in a conviction, e.g. where there is evidence of misconduct (or it was admitted by the individual) but it was not considered to be in the public interest to attempt prosecution.

Overall, the DfE accepted most of the suggested amendments and reworded the guidance accordingly. Some respondents had also requested assurance that misconduct panel



Case study: Geoffrey Bettley

In 2011, Geoffrey Bettley accepted a caution for possession of sexual images of children and was placed on the Sex Offenders Register for two years. The school where he taught dismissed him and he was referred first to the ISA for consideration of barring and then to the teacher misconduct panel. The decision not to prohibit Bettley from teaching, published on behalf of the Secretary of State, caused a national outcry and resulted in a review of the guidance to teacher misconduct panels.

Follow this link to read Carolyn's online article on the case for more information <http://bit.ly/casestudy14>

members would receive relevant training, including the assessment of potential risk a person may pose, and this was also accepted by the DfE. It did not accept the view of one respondent that allegations of sexual misconduct should be considered by the DBS and not NCTL although the consultation outcome report does clarify their rationale for this.



So it seems that whether or not the sexual behaviour is serious, a prohibition order is likely but that contact offences or those directly involving a specific victim are more likely to lead to lifetime prohibition



Key issues and the DfE response

Cautions

The draft guidance stated **‘the fact that a person has been cautioned would establish that the person has made a clear admission of guilt,’** but then continued **‘An individual may decide to produce evidence that in fact they did not commit the offence. It will then be for the panel to determine whether on the balance of probabilities the individual did or not.’**

Some respondents expressed concern at the apparent conflict here and in the final document the second statement has been removed, saying instead that **‘it is envisaged that evidence of an individual’s admission of guilt to the police will carry significant weight’.**

Sexual misconduct v serious sexual misconduct

It was unclear in the draft document why both terms had been used or how they may differ. The final version defines sexual misconduct as **‘actions that were sexually motivated or of a sexual nature and/or that use or exploit the trust, knowledge or influence derived from the individual’s professional position’.** Sexual misconduct is listed as one of the behaviours that should be considered to be incompatible with being a teacher.

Later in the guidance, panels are advised on circumstances where a prohibition order should be made with no provision for it to be put aside later, including cases of serious sexual misconduct **‘where the act was sexually motivated and resulted in, or had the potential to result in, harm to a person or persons, particularly where the individual has used their professional position to influence or exploit a person or persons’.** So it seems that whether or not the sexual behaviour is serious, a prohibition order is likely but that contact offences or those directly involving a specific victim are more likely to lead to lifetime prohibition.

Typology of online sexual images of children

One of the most shocking aspects of the Bettley case was the apparent assumption by the NCTL panel that the level of risk posed by

Who is the guidance for?

Teacher misconduct: the prohibition of teachers (<http://bit.ly/misconduct14>) is actually published as advice to NCTL misconduct panel members on the factors to take into account when deciding whether to prohibit someone from teaching. However, the introductory pages suggest that the guidance is also relevant to others, stating the guidance:

- will help employers and supply agencies to decide whether an allegation is serious enough for referral to the NCTL
- assists NCTL staff to determine whether a case should be referred to a panel hearing
- informs teachers and witnesses attending panel hearings about procedures that will be followed
- provides advice to senior officials when considering whether to accept a panel’s recommendation to make a prohibition order on behalf of the Secretary of State
- will help teachers to understand the potential consequences of specific behaviours
- reassures the public about the likely actions taken when teachers are guilty of serious misconduct.

Turn the page for an explanation of the misconduct panel decision-making criteria for prohibition orders.

an individual could be judged by the type of images they view and that, as most of the images Bettley possessed were ‘only’ at level one, he did not present as a serious offender. There had also been an apparent confusion in that case between two typologies, the 10-point Copine scale and the Court of Appeal scale of 1-5 (you can read Carolyn’s article for an explanation of these scales <http://bit.ly/casestudy14>). These concerns were reflected by respondents to the consultation leading to clarification in the final document that **‘behaviour will be considered to be incompatible with being a teacher if they have viewed, taken, made, possessed, distributed, or published any photograph or image, or permitted such activity at a level that would not be considered indecent for the purposes of the current criminal sentencing guidelines’.** In practice, this means that a teacher found to be involved with images below level 1 of the Court of Appeal typology (and therefore not illegal) may still be considered for prohibition.

DBS barring and prohibition

A small number of respondents were apparently of the view that the DBS rather than the NCTL should assess and make decisions about barring teachers. In the final document, the DfE clarifies the interface between the two processes: the DBS is responsible for barring individuals who pose a risk of harm to children (or vulnerable adults, where relevant) and considers only those cases that concern safeguarding matters. The NCTL uses different criteria which means that even where the DBS has determined that the criteria for a bar have not been met, the NCTL can decide whether a case should be referred to a misconduct panel for consideration.

In other words, the threshold for DBS to bar a teacher may not be met but the behaviour or incident may still constitute unacceptable professional conduct or conduct which may bring the profession into disrepute. If we look back to the Bettley case, he was not on the list of people barred from working with children but there was still good reason for someone somewhere to consider whether possessing sexual images of children and being placed on the Sex Offenders Register was incompatible with being a teacher! ▶▶

Implications for schools, teachers and the designated person

Although the guidance is intended for misconduct panel members, it will resonate far wider. The debate regarding conduct which might be considered ‘unacceptable’ or bring ‘disrepute’ has been ongoing for some years, although there have been attempts in the past to draw parameters: the Teachers’ Standards’ (2012, amended 2013) were preceded by *Guidance for safer working practice for professionals who work with children and young people in education settings* (IRSC 2006, then AMA 2009). As the Teachers’ Standards are a core component of NQT progression, we would imagine that universities and teaching schools have procedures in place to make all trainee teachers aware of the conduct and behaviour required of them, including those on PGCE or BEd courses, School Direct and ITT students. However, I would argue that all staff need to be reminded on a regular basis of the expected standards and the possible consequences of getting it wrong.

The designated person would be wise to review existing policies, procedures and training content – including induction – to ensure colleagues are made aware of the misconduct guidance and the range of behaviours that may lead to dismissal and referral for possible prohibition, including:

- violence
- terrorism
- fraud or serious dishonesty
- theft from a person or other serious theft
- possession of class A drugs

Useful links

It is important to remember that even when guidance may no longer be statutory it can still be useful in developing knowledge of child protection.

Teacher misconduct: the prohibition of teachers (DfE 2014) <http://bit.ly/DfEmisconduct>

Teacher misconduct – summary of consultation submissions and government response <http://bit.ly/janconsultation>

Teachers’ standards (DfE 2013) <http://bit.ly/TS2013X>

Guidance for safer working practice for professionals who work with children and young people in education settings (DfE [AMA] 2009) <http://bit.ly/childrenengland>

The Prohibited List – is accessed via Employer Access Online <http://bit.ly/prohibitedlist>

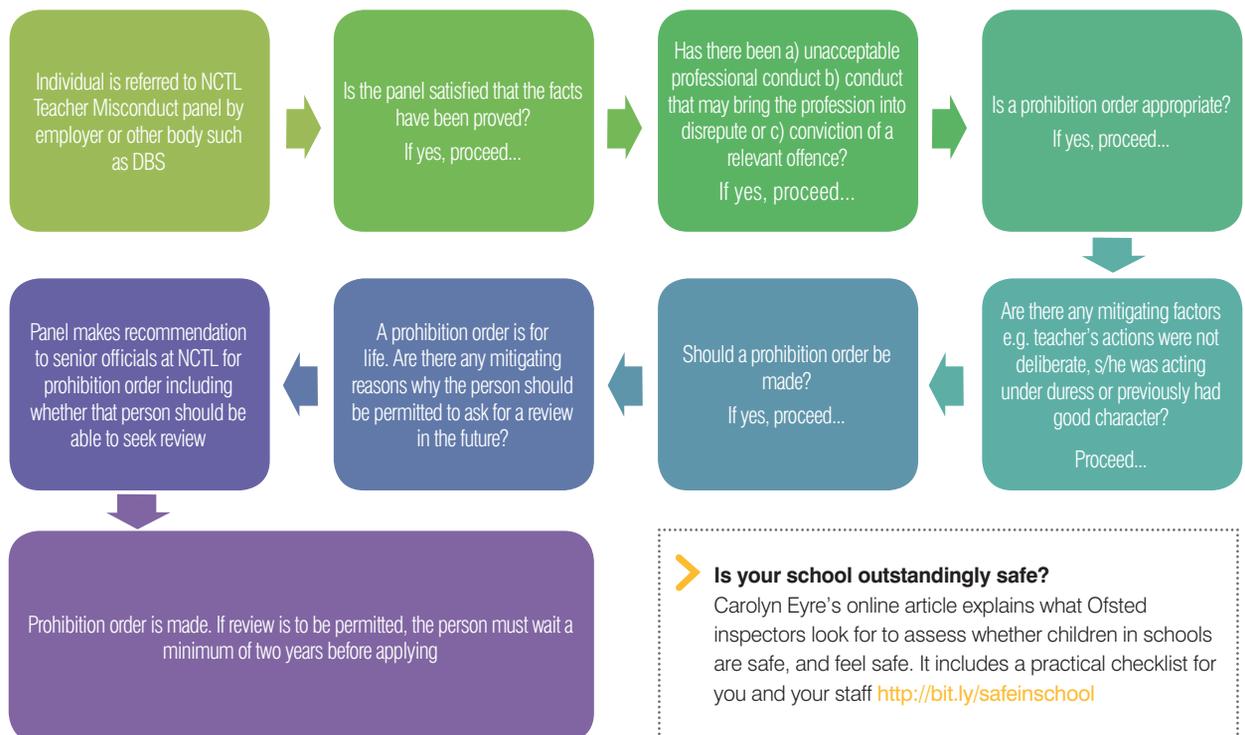
- supplying illegal substances of any classification
- sexual activity
- arson and other major criminal damage
- serious driving offences, particularly those involving alcohol or drugs
- serious offences involving alcohol or gambling
- possession of prohibited firearms, knives or other weapons
- viewing, taking, making, possessing, distributing or publishing any indecent photograph, image or pseudo-image of a child, or permitting any such activity including one-off incidents.

Many schools and FE colleges already use the *Guidance for safer working practice* (DfES 2009) as a code of conduct for all staff. As we are unlikely to see this updated nationally in the near future, school leaders and governing bodies/proprietors could consider an addendum making explicit links to the new misconduct guidance.

Designated staff might also wish to consider whether it is still sufficient to make copies of the guidance or code of conduct available to staff, or whether there is now an imperative to seek signed confirmation from each individual that they have ‘read and understood’ what is expected of them. Supply agencies should consider the same points.

One final thought for the designated person: a change in legislation last summer means that all teachers appointed since 2 September 2013 must have been checked against the Prohibited List and this check must be recorded on the school’s Single Central Record. Have you ensured that a column has been added to your SCR for this purpose?

Panel decision-making criteria for prohibition orders



➤ Is your school outstandingly safe?
 Carolyn Eyre’s online article explains what Ofsted inspectors look for to assess whether children in schools are safe, and feel safe. It includes a practical checklist for you and your staff <http://bit.ly/safeinschool>

e-safety blog: Safer Internet Day 2014

In his first e-safety blog post, **Alan Mackenzie** reports on Safer Internet Day 2014 and finds students nearly unanimous in their dislike of online advertising

 With Safer Internet Day (SID) over for 2014 it has, without doubt, been a roaring success with many positive outcomes to follow throughout the year and beyond.

SID is the highlight of the year for e-safety; it isn't just a European initiative any more but is now celebrated in over 100 countries around the world, with coverage across social media, radio, TV and newspapers reporting the successes and highlights of e-safety initiatives by schools, charities and others. It also sets a precedent for the following 12 months with the theme this year being, 'Let's create a better internet together.'

This is such a fantastic theme to have; too often e-safety concentrates on the very negatives of the internet without balancing the positives. 'Create a better internet together' engages children and young people to determine how we can make the internet more enjoyable and, at the same time, safer.

Achieving a balance and understanding risk

The most successful initiatives are those where e-safety isn't seen as something that is bespoke. e-Safety can be seen as a dark subject; there can be too much focus on the bad things that are on the internet and the huge potential for online risk. But whilst there is a dark side we have to create a balance, and see that the internet and technology as a whole are a good thing. By combining positive safe-use messages with creativity we can learn more and better understand children's online lives so that we can educate, nurture and empower them with the knowledge to stay safe. There is no such thing as risk free, but we can build their understanding of risk, increase their resilience and consequently increase their knowledge of what to do if they encounter risk.

#SID2014

As part of SID schools have been sharing their information, ideas and successes via social media such as Twitter (#SID2014) and blogs: students have been creating and taking part in plays, making videos or talking on the radio and even hosting parents' evenings where children have been taking the lead and talking about their own experiences.



The annoying pop-ups we used to see abounding on every other site seem to be making a comeback with a vengeance. The content of these ads may be something that schools have to start monitoring



Parental engagement

One significant key aspect of these initiatives is parental engagement. If parents are nervous or have a lack of understanding of the technology then children may not find talking to their parents easy. It is hoped that one of the big outcomes of this year is that parents are better informed about what e-safety is and how they can get more involved with their children's online lives. For many parents e-safety is a huge concern simply because they have heard about all the dark things the internet has to offer, but by engaging with their children and learning what they get up to, parents can have the assurance that there are no concerns, or know how to recognise and react to a concern.

Online advertising

Interestingly at one school I visited during the week students were almost unanimous in their dislike for online advertising; they are tired of being inundated with ads, sometimes highly inappropriate ads, but particularly those that spoil their online gaming experience or ads that are intrusive when browsing the web. This came as quite a surprise to me; I hadn't even broached the subject of advertising, instead having a really engaging talk with all of the students about the things they like to do.

You can completely understand their thoughts and I agree wholeheartedly with those students. Increasingly the intrusive monetisation of the internet is becoming ridiculous and the annoying pop-ups we used to see abounding on every other site seem to be making a comeback with a vengeance. The content of these ads may be something that schools have to start monitoring.

Positive outcomes

The UK Safer Internet Centre (UKSIC) has done an extraordinary job this year of raising awareness, compiling resources and getting schools, charities, companies and others together.

- UKSIC and others will be putting a lot of work into enabling us to see the positive outcomes in the coming weeks, and we will be sharing this information with you in due course.



Keep visiting your Hub to read Alan's monthly e-safety blog
<http://bit.ly/SafeguardingHub>



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