

THE LEADER



HOW SAFE ARE PUPILS ON YOUR SCHOOL'S NETWORK?

Do not doubt that many pupils are leading double lives. They join us in the "real" world where older generations are confident of the dangers and risks at play, but they also live in a virtual world where the rules are being rewritten on a daily basis. They may not be physically loitering on street corners, but they may be tempted by unsavoury corners of the online world where they are less visible to us and therefore more at risk.

The online and offline worlds are often indistinguishable for young people: collusion on homework, anxieties about relationships, confrontations — whatever happens offline is reflected online and vice versa, with conversations and situations seamlessly spilling out and mutating across hundreds of digital platforms.

Cases of bullying, sexual grooming, online abuse, and gambling and gaming addiction are unrelentingly featured in the media, and the finger of blame is frequently pointed at the victims' schools. Clearly, online safety needs to be a vital part of a school's safeguarding strategy, but how can school leaders actually know what pupils and staff are doing online?

Initially, many believed that "whatever was caused by technology could be cured by technology", and so schools installed blocking and filtering software to prevent access to harmful material. However, this approach is flawed. Many safe pages are blocked unnecessarily — and the average tech-savvy, determined thirteen year-old is perfectly able to set up a proxy server to access any site without the school being aware. Moreover, blocking and filtering fails to educate young people about safe boundaries since they miss out on the opportunity to learn through making informed, responsible choices about their online behaviour.

Continued overleaf



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Welcome to this spring 2014 edition of The Leader. Once again, we have endeavoured to keep the content interesting and informative in order to provide our readers with food for thought.

On that note, an article looking at the risks associated with pandemics, which appeared in the previous edition of The Leader, generated quite a response. It is very heartening to see so many schools taking the issue seriously — and I would remind you once again to consider making a fees refund insurance product part of your response planning.

In this edition I would particularly like to draw your attention to our lead article, which explores the issue of cyber bullying. You will also find a Q&A with Peter Bodkin from The Society of Heads. There is also, in light of the recent bad weather, a timely reminder of the claims process.

Finally, we were delighted to host a recent meeting of the London Bursars' Group, which was held at Fishmongers' Hall in London. Thank you to Jason Burt from Plexus Law for an excellent presentation, and Sarah Andrews, bursar at St Anthony's School, who gave us the opportunity to host the event.

I hope you find The Leader an interesting read. If you have any comments, questions or suggestions for future articles or events, please get in touch.

Network monitoring is the solution for many schools. This enables schools to oversee their pupils' activities (including the use of proxy servers) across all devices on their network while immediately being alerted if a problem occurs. This makes it easier to detect issues before they get out of hand. Monitoring also encourages pupils to pay attention to the school's Acceptable Use Policy, allowing different scenarios to be explored during online safety sessions.

Teresa Hughes is a former police officer now working with Securus Software, a network monitoring system used by more than 3,200 schools. Hughes believes more and more schools understand that online safety is about behaviour, not technology:

"The challenges that schools experience aren't really about the abuse of technology — they're about real-life problems that have always been there but which have now found a new channel of expression. The problem is that the permanent nature of the interaction online — and the size of the audience — means that the impact can be even greater."

"At least 20 children and adolescents a year commit suicide because of being bullied".*

Monitoring software can also highlight serious child protection issues and so enable schools to intervene. Hughes explains:

"We've had cases of children researching how to commit suicide whilst at school. Those sites are likely to be blocked, and so the child will simply not be able to get to the site, but crucially staff will be unaware of the attempt. They may then go elsewhere to find that information and the opportunity to support them — and potentially to save their life — will have been lost."

So what else can schools do to protect young people? Teresa offers the following tips:

- Both young people and adults are more likely to take risks online than offline because they feel inherently "safer" behind a screen. Online safety education and training needs to break down this misconception.
- The three key areas that schools should address are: understanding the risks, being aware of the consequences, and knowing how to get help.
- Young people need online safety sessions to take place regularly so that they are better able to retain the information and respond to emerging threats.
- Responding appropriately when things go wrong is vital, such as involving other agencies (for example, the police), holding an awareness-raising assembly, initiating classroom discussions, or speaking to a child one-to-one.

It is clear that no one can be complacent about online safety. As the virtual world continues to grow and change, every school must be alert to the threats posed by online environments. Confronting these threats thoughtfully and proportionately will continue to be a challenge to which schools must rise.

*Source: *Beatbullying* — VIRTUAL VIOLENCE II: Progress and Challenges in the Fight against Cyberbullying 2012.

DO YOU KNOW?

It is mandatory for children under 14 to wear helmets in Italian ski resorts.

Source: www.skiclub.co.uk

**FAST
FACT**

TABLET PC COVER — NOW BETTER THAN EVER

As more and more schools invest in tablet PCs, the requirement for cost-effective insurance to protect what can be a considerable investment, is growing. At Marsh, we already offer an insurance scheme specifically designed to cover tablet devices in schools — but for 2014 we have made a number of policy improvements.

New for 2014

We have broadened the cover and made it more affordable, and it now includes a specialist repair service. Further enhancements include:

- **Wider cover:** Glass/screen cover included with no excess payable.
- **Specialist claims handling:** In the event of a claim, the damaged device will be collected within two days; the claim is then assessed before arranging a repair or sourcing a replacement device which is returned to you. If a device is damaged beyond repair, the cover provides for a replacement refurbished tablet where possible.
- **Affordable:** Lower premiums are now 4% of the original purchase price. This means, for example, cover for an iPad costing £400 has fallen from £26.50 to £16 per annum.
- **No restriction on the age of devices to be insured:** You can insure existing tablets, as well as new purchases.

So if you have invested in tablet PCs at your school, or are planning to, make sure comprehensive, affordable insurance is considered as part of that investment.

To find out more, please contact us on **01444 313100**, or via email at **development.team@marsh.com**.

WHEN THINGS GO WRONG

As we all know, sometimes things go wrong. That's why we buy insurance in the first place — to protect against the unforeseeable. Therefore reminding yourself of what to do at a time of need is vital to getting the most out of your investment in insurance protection and helps ensure claims are met.

If an incident happens, act as if uninsured in order to mitigate the effects. Then, be it something significant like major flooding or a smaller issue like petty vandalism, contact your insurance broker for advice on what to do next. By getting your broker involved at an early stage you will have access to specialist advice in dealing with the incident and the reassurance that any costs incurred with the insurer's consent will be covered by your insurance policy.

The claims process may differ depending on the nature of the issue, but in general terms, making a claim involves the following six steps.

The Claims Process: Six Steps to Resolution

1. **Prepare:** Operate a suitable risk management programme to remove or reduce risks. This should reduce the number of claims you need to make, and provide the appropriate framework for a claim.
2. **Report:** Notify your insurance broker of any loss as soon as practically possible, keeping a record of any calls or correspondence. If your claim is related to a theft, report the issue to the police.
3. **Check:** Review your policy to find out if you are covered for the loss, and what procedures you need to follow in minimising losses. For instance, it may be that your insurance policy requires that you use a contractor approved by your insurer.
4. **Collect:** Prior to presenting a formal claim, gather all relevant documentation. For instance, in the case of a theft make sure you have copies of relevant receipts for stolen items, estimates for like-for-like replacement items, and a crime reference number.
5. **Record:** Accurately set out the circumstances surrounding the loss. Be clear about what happened, detail the facts, and, if appropriate, include photographs. Provide as much information as possible on times and dates, details of everyone involved in the incident, exactly what happened, and what you are claiming for, including values.
6. **Claim:** To begin the formal claims process, contact your insurance broker. Be prepared to provide all the information gathered in step four. It is important that you do not leave it too long before making the call, as some policies may have a strict time limit within which claims must be made.

The six steps may seem obvious, but one or more steps can easily be overlooked — especially in complex or stressful situations, and such an oversight can seriously impact the outcome of an insurance claim. This really is, when things go wrong.

NEWS IN BRIEF



Golf Round-up: Last September, we held the Marsh Golf Day at the Royal Ashdown Golf Club in East Sussex. It is fair to say that all involved had a great day, so here's a big thanks to all who came along, and congratulations to the overall winner on the day — Cdr Anthony Woolston, bursar at Farnborough Hill School. We'll be back this year — same time, same place — so do get in touch with your client executive if you'd like to join us in September.

Ski - Dos and Don'ts: If you are planning your 2014 school ski-trip, make sure you avoid the pitfalls. For instance, a DIY approach to putting together a trip might seem attractive from a financial point of view, but could see the school deemed a "tour organiser" under the Package Travel Regulations — which would leave it open to additional liabilities should something go wrong. And remember, if something does go wrong during the trip; always call your insurer or insurance broker before incurring additional costs.

Quick-Fire Checks: Is your school planning building works to either extend or upgrade its facilities? If so, make sure risk management and insurance are both part of the planning process. Building works, especially any hot works involving the use of heat, such as blowtorches and so on, may require separate insurance so check with your insurer or insurance broker.

UPCOMING EVENTS



If you would like to talk to us in person, why not come and see Marsh at the following events:

3–5 March	The Society of Heads Annual Conference, Chester.
7–8 May	ISBA Conference, Harrogate.
12–14 May	BSA Annual Conference, Glasgow.



PETER BODKIN — GENERAL SECRETARY, THE SOCIETY OF HEADS



Where were you born? London.

Where did you study? I was a boarder at Bradfield before undertaking my higher education at St Andrews University.

What was your first ever job? I was a farm hand on a local estate in

Hampshire during the holidays. I earned £19 per week!

How did you become involved in the education sector? Whilst I was a postgraduate, I was invited to do some work at the University of Guelph in Ontario, Canada. This included a teaching element giving lectures and holding seminars for the undergraduates. I enjoyed it greatly and this was influential in my decision to seek a career in independent education where I could pursue both my subject (biology) and coach sport (cricket and football).

What is your role with The Society of Heads? As general secretary, I act as a facilitator providing day-to-day advice and pastoral support to our member heads. I oversee training and mentoring for new heads; I provide professional development opportunities for heads, deputy heads, heads of junior schools, and the senior prefects in our member schools. Also, I service all the Society's committees, act as the company secretary and, with the chairman, represent our schools within the Independent Schools Council (ISC) and in various other national educational forums.

What are the main aims for your up-coming annual conference at Carden Park? The chairman has chosen the theme "The Heart of the Matter — putting children at the centre of education." Delegates will be challenged to reflect on their current practice, provided with opportunities to

absorb fresh ideas from a range of excellent speakers and to discuss topical issues with their colleagues in seminars and coaching circles. Importantly too, heads will have time to unwind and relax and to enjoy the camaraderie for which the Society is well known.

If you could convince schools to do one thing differently, what would it be? To synchronise the head's email inbox with that of his/her PA!

What is the most important challenge the education sector faces right now? Undoubtedly, on the education front, it is adapting to the raft of curriculum changes (National Curriculum, GCSE and A Level) that are due to take place in 2014 and 2015. Looking at the wider picture, the independent sector needs to face the challenge of presenting a single, unified voice centred on our schools' shared values to the politicians in the run up to the next election and beyond.

What is the best bit of professional advice you've ever been given? Never say yes to anything when you are ambushed in the corridor!

What book are you currently reading? My recent holiday reading included *The Reluctant Fundamentalist* by Mohsin Hamid. It is full of twists and turns and constantly challenges you to work out what might happen next. Also, I have on my desk a copy of *The Little Wonder* by Robert Winder which celebrates the 150th anniversary of the cricketer's almanack, *Wisden*, in 2013.

Favourite film? *Chariots of Fire*. I particularly like the music and the opening sequence which was filmed on the West Sands at St Andrews.

First ever car? VW Beetle.

What is your greatest indulgence? My MG convertible.

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