

# It's OK to **SAY** Education Programme Overview



# FOREWORD

The 'It's OK to say' programme is issued by the UK's Centre for the Protection of National Infrastructure (CPNI) with the aim of helping organisations that make up the national infrastructure improve their protective security by raising awareness of the importance of speaking out in suspicious circumstances. It is general guidance only and is not intended to cover all scenarios or to be tailored to particular situations. It is not a substitute for seeking appropriately tailored advice in particular scenarios. You are responsible for implementing this programme within your own organisation in a way that complies with applicable laws and takes account of your particular business context. You remain responsible for your security including your protection from insider threats.



## Core principles:

- Evaluate the benefit of adopting the programme in your organisation, then adapt it to fit your business context.
- Consider how to implement the programme ethically. Think about the potential negative effect on security culture if it's not done in the recommended way.
- Establish and maintain policies and procedures on security, ethics, confidentiality and compliance together with your organisation's legal obligations. Don't forget data protection legislation.

## DISCLAIMER

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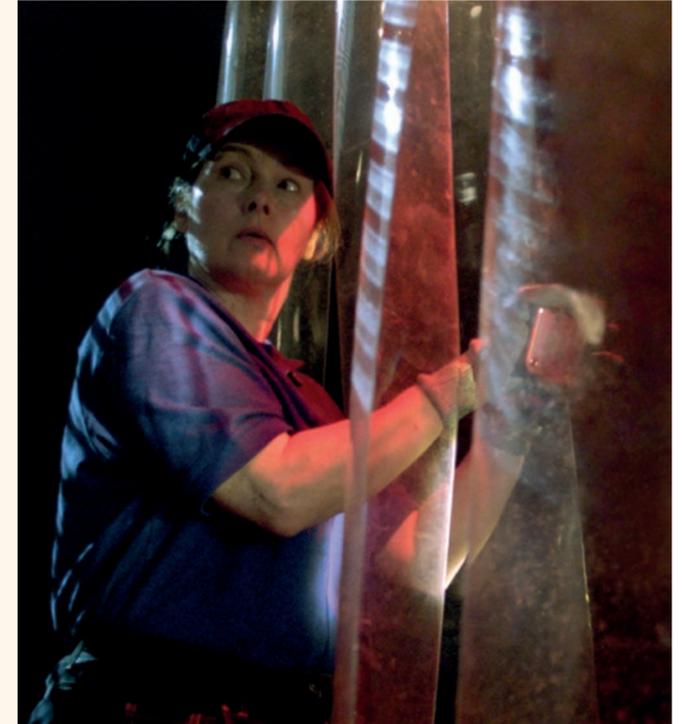
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# ABOUT THIS PROGRAMME

This programme has been designed to support organisations in educating their staff about 'unusual and unexpected workplace behaviour' and encouraging the reporting of that behaviour. Such behaviour can be a sign of something concerning, such as insider<sup>1</sup> threats or welfare issues, so it is important that it is recognised. The programme materials include necessary guidance and support as well as other resources. Designed to be modular, the programme provides the flexibility to trial, tailor and apply according to your organisation's needs, culture and risk exposure.



## Who this programme is aimed at

The guidance provided for this programme applies to all staff (permanent, contractor, supply chain and contacts in general) and can be supplemented with additional support from CPNI<sup>2</sup>. For further assistance, please contact your sector adviser or email: [enquiries@cpni.gov.uk](mailto:enquiries@cpni.gov.uk)

The education programme is based on specialist research commissioned by CPNI and has been informed by working with critical national infrastructure organisations from a range of sectors. It seeks to encourage your workforce to take personal responsibility for security, reduce the likelihood that these behaviours will go ignored and increase the chances of intervening. This follows our research which has shown that there are barriers to people reporting, including fears of the consequences and the impact on trust between colleagues<sup>3</sup>.

## A programme in two parts

The recommended programme for employee education consists of two parts: a suite of communications materials and a training package. Both parts are flexible, enabling you to decide which elements will work best with your organisation and approach. CPNI has also put together additional resources to assist with programme design, implementation and evaluation.

## It's OK to say

Prior to an insider act, individuals typically display a range of behaviours that are unusual and could be unauthorised or suspicious in nature. However, behaviours like these can also be displayed by people who are going through a difficult time at home or work. Either way they are behaviours that need to be identified and acted upon before they escalate.

Those who work closely with the individual concerned tend to be best-placed to identify unusual or concerning behaviours. However, they may be reluctant to take action for fear of getting it wrong or for what might happen to their colleagues. There should be no blame attached to speaking out. It is unlikely to be an insider threat and may be a welfare issue, but either way staff should feel able to say something. The programme covers the sort of things that you should ask people to look out for.

Its overarching purpose is to make staff feel that they can trust their instincts and that 'It's OK to say'. This way more staff should be able to identify behaviours and be more willing to intervene.

<sup>1</sup> For the purposes of this programme, an 'insider' is defined as a person who exploits, or has the intention to exploit, their legitimate access to an organisation's assets for unauthorised purposes.

<sup>2</sup> CPNI is the national authority for providing protective security advice to the UK critical national infrastructure.

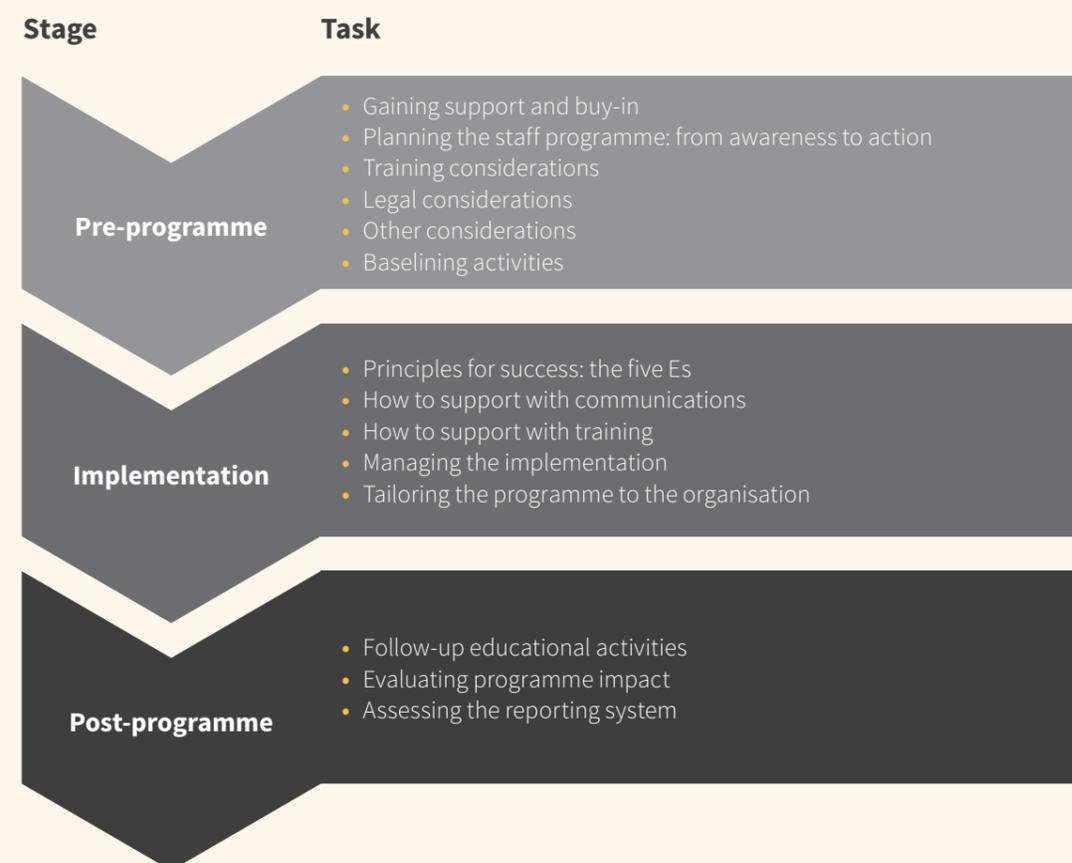
<sup>3</sup> The research showed that staff may be reluctant to come forward if they are confined to 'official' reporting channels. They may not feel confident and therefore want other ways to intervene, for example by discussing the situation with the individual concerned or others in their organisation.

# HOW TO RUN THE PROGRAMME

This section suggests how a programme could be structured as well as outlining the key principles for success.

In the diagram below we recommend how to phase the programme across pre-programme, implementation and post-programme stages, including where the communications materials and staff training fit best. The guidance document follows this phased plan, helping you to implement the programme in the recommended way.

## Programme overview



### Supporting your programme with communications

CPNI has developed a suite of communication materials to support you. They will help to educate staff on the behaviours that we are asking them to spot and help stop.

The materials draw on the central theme of 'It's OK to say' and help give 'permission' for them to intervene and report, whilst providing the options for them to speak out. The ideal programme design is to warm up using the short video or the animation, and follow up using the other materials. It is not recommended to use the video or animation in isolation as providing context around the message is essential.

The materials include a short video, a short animation, a set of posters, a Power Point slide set for training and images for use on intranets and other materials that support the programme.

### Supporting your programme with training

Embedding education on how to spot unusual and unexpected behaviours in the workplace is best achieved through training. The programme design should therefore include internal communications and training.

CPNI trials show that the training package makes staff more aware of these behaviours and more knowledgeable about how to intervene. Following training, staff understand the importance of taking action upon seeing colleagues behave in an unusual or unexpected way and express a greater intention to intervene.

It is strongly recommended that staff training involves some degree of interactivity. By enabling trainees to discuss the training messages with one another and the trainer, the material can be absorbed more fully and any sensitive issues or misunderstandings resolved.

### What you use is up to you

Please do keep in mind the three core principles outlined at the front of this overview document.

To request further information please talk to your CPNI adviser or email: [enquiries@cpni.gov.uk](mailto:enquiries@cpni.gov.uk)

# PROGRAMME 'AT A GLANCE'

Below is a checklist of what needs to be considered at each stage, and the information available in the guidance document.

Pre-programme			Section of guidance	Activity completed (tick)
<b>Support</b>	Gain support for the programme	Determine key stakeholders e.g. HR, security personnel	<ul style="list-style-type: none"> <li>– Rationale for the programme</li> <li>– Gaining support and buy-in</li> </ul>	
<b>Strategy</b>	Plan the programme	Decide target recipients, consider audience requirements and barriers to reporting	<ul style="list-style-type: none"> <li>– Planning the staff programme: from awareness to action</li> <li>– Training considerations</li> </ul>	
<b>Legal</b>	Explore legal implications	The strategy should be reviewed with your internal legal team, e.g. how information gained from reports should be treated  Be aware of legislation	<ul style="list-style-type: none"> <li>– Legal considerations</li> </ul>	
<b>Benchmarking and baselining</b>	Obtain baselines to enable evaluation	What does success look like and how are you measuring impact? Think about obtaining benchmarks and baseline data around existing processes, as well as perceptions of reporting, to compare with post-implementation data	<ul style="list-style-type: none"> <li>– Baselining activities</li> </ul>	
<b>Intervention &amp; Reporting</b>	Ensure intervention channels are in place	Consider introducing 'unofficial reporting' or soundboard that allows potential reporters to discuss their concerns with the helpline or their managers and a confidential option	<ul style="list-style-type: none"> <li>– Planning the staff programme: awareness to action – reporting system principles</li> </ul>	
<b>Other</b>	Ensure other necessary steps are in place	For example, consider timing of implementation; any recent internal (or external) events that may affect roll-out	<ul style="list-style-type: none"> <li>– Other considerations</li> </ul>	

Implementation			Section of guidance	Activity completed (tick)
<b>Communicate</b>	Use the 'It's OK to say' video or animation to 'warm up' and identify escalation options appropriate to your organisation	Determine the most appropriate channel(s), how recipients will be pointed towards the campaign, etc.	<ul style="list-style-type: none"> <li>– How to support with communications</li> <li>– Annex to the guidance contains: <ul style="list-style-type: none"> <li>– Examples of other communications materials</li> </ul> </li> </ul>	
<b>Training</b>	Ensure training is rolled out to all relevant staff; consider line managers, contractors, third parties and new recruits	Training currently consists of PowerPoint and audio but the images and scenarios used will require tailoring to reflect the organisational context	<ul style="list-style-type: none"> <li>– How to support with training</li> <li>– Checklist for training</li> </ul>	

Post programme			Section of guidance	Activity completed (tick)
<b>Measuring success/ impact</b>	Gather data on pre-decided measures	For example, compare baseline data with post-implementation data; assess employee reactions to programme and/or reporting system; has behaviour changed?	<ul style="list-style-type: none"> <li>– Evaluating programme impact</li> <li>– Assessing the reporting system</li> </ul>	
<b>Programme follow-up</b>	Further education	Share success stories; maintain the momentum	<ul style="list-style-type: none"> <li>– Follow-up educational activities</li> </ul>	
<b>Refresher initiatives</b>	Reinforce the programme and continue its provision	Develop a strategy for reinforcing key messages, for example through management endorsement, and refresher training and communications	<ul style="list-style-type: none"> <li>– Implementation section <ul style="list-style-type: none"> <li>– How to support with communications; How to support with training (inc. Checklist for training: Refresher training)</li> </ul> </li> </ul>	

