

# RISK ASSESSMENT FORM



**Reason for Risk Assessment :** Remote Learning Via Microsoft Teams  
**School:** Kates Hill Primary School  
**Date:** Reviewed 25.1.21

IDENTIFIED SIGNIFICANT HAZARD		IMPLICATIONS				RISK BEFORE ACTION TAKEN			ACTION REQUIRED / ACTION TAKEN	RISK AFTER ACTION TAKEN		
		STAFF	PUPIL	OTHER PUPILS	OTHER	HIGH	MEDIUM	LOW		HIGH	MEDIUM	LOW
1	<p><b>Consent</b>                      Consent not given for pupils to access online remote learning</p>	X	X			X			Parents, carers and children understand the benefits and risks of online lessons.  Where parents would like to opt out of remote learning, they must contact school to explain why and use paper based methods to support their children  Parents have access to schools e-safety policy, & Remote learning action plan.  Alternative provision available for those who do not consent or do not have access to online learning.			X
	<p><b>Disadvantaged pupils not able to access online Learning</b></p> <ul style="list-style-type: none"> <li>Do not know how to access learning platform</li> </ul>	X	X		X	X			Parent Guide with pictorial instructions provided explaining how to access online.  CT contacts parents directly to offer support  Parents can request improved router via DFE (Info given to parents)			X

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		STAFF	PUPIL	OTHER PUPILS	OTHER	HIGH	MEDIUM	LOW	HIGH	MEDIUM	LOW	
	<ul style="list-style-type: none"> <li>Poor internet connection</li> <li>Phone device available only</li> <li>No device available</li> <li>Unable to access learning pack parental/sibling support not available</li> </ul>								<p>School can provide a SIM card if requested</p> <p>School will prioritise disadvantaged pupils and try to provide a device.</p> <p>School will provide paper based home learning packs</p> <p>School will try to accommodate pupil in school</p>			
2	<p><b>Environment</b></p> <p>Environment is not fit for purpose, personal spaces, bedrooms being used, personal information/ photos in the background</p>	*	*	*	*		X		<p>Staff to use a digital background or clear away personal properties and use a private space in home</p> <p>Children use a public space within their household, supervised by an adult at all times</p> <p>Support staff/ other adult present to monitor</p>			X
3	<p><b>Cameras on devices</b></p> <p>Inappropriate backgrounds, personal appearance, invasion of privacy in homes, offices and classrooms</p> <p>Weekly Open forum where pupils can use cameras</p> <p>Accidental sharing of confidential material</p>	*	*	*	*	X			<p>Staff are dressed appropriately for online learning</p> <p>All pupils to turn off cameras as soon as they are online</p> <p>Pupils are allowed to use cameras when sharing work during a designated time</p> <p>This must be dictated by the teacher online and clear rules set.</p> <p>Misuse of this privilege results in it being removed from the weekly timetable</p>			X

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		STAFF	PUPIL	OTHER PUPILS	OTHER	HIGH	MEDIUM	LOW	HIGH	MEDIUM	LOW	
									Teacher/ TA to remind pupils to turn off cameras Parents are informed that cameras are to be switched off Only teachers who are presenting have camera on and where possible use a digital background No recording of live lessons Any breaches in GDPR will be reported to the head teacher			
4	<b>Microphones on devices</b> Inappropriate language, background noise, personal conversations	*	*	*	*		X		All pupils turn their microphones off as soon as they are online Teachers use appropriate locations and turn off other devices to limit background noise Office doors closed to avoid personal conversations No personal conversations online between staff, pupils or parents Teachers are able to use the 'mute all' function to disable microphones when needed			X
5	<b>Messaging capabilities</b> Inappropriate language, online bullying, personal conversations, sharing inappropriate content	*	*	*	*	X			Feedback between teacher and pupil is via assignments only or year group email Messaging allowed during Teams meeting if microphone is not in use (support staff to monitor) Children are not to share any online content from other websites on the messenger board Teachers to monitor previous meetings and assignments to ensure no inappropriate messaging after lessons			X

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		STAFF	PUPIL	OTHER PUPILS	OTHER	HIGH	MEDIUM	LOW	ACTION REQUIRED / ACTION TAKEN			HIGH
									have finished or at unsociable hours. If this is found- communication with DSL and parent should take place. Expectations repeatedly shared. AHT Behaviour to monitor online behaviour			
6	<b>Supervision during remote learning</b> Vulnerability of pupils and staff working alone or in isolation  Pupils entering meetings unattended	*	*	*	*	X			Second staff member present online to supervise activity and observe conversations, messages, images. Parents to supervise initial set up of Teams meeting and online content Parents to supervise all learning in KS1 Set meeting to ensure that only teacher and TA are presenters and all others are attendees. This will automatically only let presenters into the meeting. Pupils are kept in a lobby until the meeting starts			X
7	<b>Training for staff, pupils and parents</b> Staff unable to set up Team meeting or set up an assignment. Staff unable to use functions which facilitate learning	*	*	*	*		X		All staff training in the setup of Teams meetings, sharing screen and setting assignments All pupils to be trained on accessing Teams meetings and assignments All teachers, pupils and parents to understand the online expectations and follow Kates Hill E-safety guidance All staff, pupils and parents to have read remote Learning RA Regular updates given to staff regarding functionality and privileges			X
8	<b>Safeguarding staff, pupils and parents</b>  <b>Staff have not read or do not understand the safeguarding procedures, policies</b>	*	*	*	*	X			learning.nspcc.org.uk KCSIE Sept 2020 COVID Guidance for schools full opening Sept 2020 www.gov.uk			X

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	<p><b>and guidance and risk assessments related to online, remote learning</b></p> <p>Personal risk in vulnerable isolated situation</p> <p>Risk of inappropriate behaviour, language or appearance</p> <p>Risk of confrontation between staff/pupil staff/parent</p>								<p>Staff read policies guidance and risk assessments and are comfortable with online, remote learning.</p> <p>Policies/guidance/ risk assessments in relation to e-safety is updated on an ongoing basis Parents to supervise pupils online Second staff member present online to supervise activity and observe conversations, messages, images. All personal belongings/ message boards, information blurred out or removed Teacher/ support staff to set expectations at the beginning of meetings and monitor all messages Cameras and microphones off No recording of lessons during live learning School behaviour policy still in place when working remotely. Any inappropriate behaviour/ language reported immediately to SLT and DSL and logged</p>			
9	<p><b>Health and Safety</b></p> <p>Prolonged amount of time on the computer/ screen time</p> <p>Poor posture and backache</p>	*	*	*	*		X		<p>Screen breaks (Avert eyes) Move around Correct posture Screen distance etc. (Re poster from KJ)</p>			X

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<p>Awareness of mental health and well-being not seeing the teacher/ other pupils</p> <p>Teacher workload and management from home</p>								<p>Teachers are to monitor the timing of a lesson to ensure that pupils have adequate time to complete a task as well as the designated breaks allocated throughout the day</p> <p>Once weekly open forum where pupils (under supervision and strict expectations) can turn cameras on and share learning.</p> <p>Teachers to share workload across year group staff. Setting and marking assignments should be flexible and not every day.</p>			

Assessment carried out by: Judie Matthews (DHT) an Margaret Hollis (DSL)	Date assessment carried out: 5.11.20 Review 25.1.21	Review date: 25.2.21
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**This is a working document and will be updated before review date in line with changes to government legislation or guidance or or any other changes required in relation to school policies and procedures.**

**Head Teachers Signature** *K. Harvey*

**Staff Signature** *J. Matthews*