

# Risk Assessment

**Subject:** Live Sessions (*referred to as video conferencing in Welsh Government documentation*)  
**Period of assessment:** Spring term, 2021  
**Assessor:**  
**Headteacher/DSO sign off:** *SAD Davies* **Date:** 18<sup>th</sup> January 2021  
**Governing body sign off:** **Date:**

		Risk level before control				Risk level after control		
Risk	People @ Risk	Severity	Likeli-hood	Risk Rating	Existing Control / New Controls	Severity	Likeli-hood	Risk Rating
1. Staff, pupil/parent consent & recordings	All	5	3	15	<ul style="list-style-type: none"> <li>Staff will be trained to be confident and comfortable to deliver live sessions.</li> <li>Every learner in maintained schools in Wales can access <a href="#">Hwb Additional Services</a>.             <ul style="list-style-type: none"> <li>Therefore, schools no longer need to rely on consent and can provide these additional services as part of their public task</li> <li>Parents, carers or learners who have serious data protection concerns have a right to object and should contact their school explaining why the provision of these Hwb services infringes on the learner's rights and freedoms. In this situation, the school will weigh up whether providing access to Hwb Additional Services is outweighed by the gravity of the objection – further details can be found <a href="#">here</a>.</li> </ul> </li> <li>If practicable, parents' nearby presence to be secured for the duration of live sessions</li> <li>When recording sessions, the school will comply with its data protection policy and GDPR</li> <li>Staff will ensure that any recordings made of sessions cannot be downloaded by pupils, are not made public and are deleted after a required period.</li> <li>When recording sessions, the purpose and retention will be clear:</li> </ul>	4	1	4

					<ul style="list-style-type: none"> <li>○ Recording for safeguarding reasons – to be kept no longer than 28 days. The recording must remain in the Hwb Cloud (Microsoft Stream, OneDrive or GDrive)</li> <li>○ Recording for teaching and learning – unless consent for sharing recordings has been provided by all pupils in the recorded lesson, the recording should not include learner interaction or photo-caption images. Recordings with no pupil interactivity can be saved securely for an unlimited amount of time. Recording with pupil interactivity should be deleted at the end of the academic year (or at the latest after 365 days), but this can be determined by the schools if there is a good reason.</li> <li>• Pupils will use photo-captions in recorded sessions unless consent has been given.</li> </ul>			
<b>2. Incorrect hardware/software being used</b>	All	4	4	16	<ul style="list-style-type: none"> <li>• Staff will only use school devices for live sessions</li> <li>• Equipment lent to families is set up correctly, i.e., sessions accessed through the Hwb platform</li> <li>• Staff only use Microsoft Teams/Google Meet to deliver the live sessions.</li> </ul>	4	2	8
<b>3. Inadvertent views and noises</b>	All	3	5	15	<ul style="list-style-type: none"> <li>• Teachers will use a professional background when presenting their screens. When using props, such as flip charts or models, a suitable room, which has no personal items on view and is away from potentially intrusive events or noises, to be used.</li> <li>• Staff will ensure that all unnecessary browser windows and documents are closed, and check that bookmarked pages on browsers are appropriate.</li> <li>• Another member of staff can check teachers' camera views for suitability.</li> <li>• Staff to remain vigilant for safeguarding issues that may arise from background views or noise and report appropriately</li> <li>• Staff will ensure that potential disruptions are minimised, by <ul style="list-style-type: none"> <li>○ Removing family members/pets from live session locations</li> <li>○ Not answering the door/phone calls during sessions</li> </ul> </li> <li>• Staff will end a live session for all participants in the event of an unavoidable disruption occurring in their home.</li> <li>• Pupils will be told to:</li> </ul>	3	3	9

					<ul style="list-style-type: none"> <li>○ use blurred backgrounds or background pictures so that the inside the pupils' homes is not seen, if this isn't possible staff to ask the child have their backs to a plain wall but if this isn't possible then they will be told to turn their camera off.</li> <li>○ use the most appropriate work area to minimise disruptions but to be within earshot of parents/guardians.</li> <li>○ minimise distractions by turning off music, tv, phone, Xbox in the background etc.</li> <li>○ dress appropriately and treat lessons as in school</li> <li>○ get ready for the session and enter at the correct time</li> <li>● Parents/guardians are informed to minimise household disruptions while pupils are engaging in live sessions.</li> <li>● Use of "over the ear" headphones to be recommended not earbuds. Pupils may find the use of these helpful with any background noise within the home environment (use would be age-appropriate).</li> </ul>			
<b>4. Poorly managed lessons</b>	All	4	4	16	<ul style="list-style-type: none"> <li>● Staff will be trained to be confident and comfortable to deliver live sessions.</li> <li>● Staff will use well-established routines: <ul style="list-style-type: none"> <li>○ Notify the pupils of scheduled lessons (by the calendar in Teams/Google Meet) as well as what will be required during that session (documents, presentations etc)</li> <li>○ Open the TEAMS/Google Meet platform open 5-10 minutes before the session starts and ensure that all staff are included</li> <li>○ The lobby feature will be used to hold pupils until the session is ready to start</li> <li>○ Make all pupils 'attendees', not 'presenters'</li> <li>○ Discuss roles and responsibilities and a short tutorial on the system at the outset of all sessions</li> <li>○ If pupils are required to share screens, they will temporarily be made presenters then switched back to attendees.</li> <li>○ Disconnect all pupils at the same time when sessions end and cancel the lesson in your calendar to ensure that pupils can't rejoin.</li> <li>○ Notify the school's senior management team, learners and parents of any cancelled lessons, changes in arrangements or other relevant issues and concerns.</li> <li>○ Be mindful of confidentiality; especially where a session is delivered from a venue where other adults or children are present</li> </ul> </li> </ul>	4	2	8

					<ul style="list-style-type: none"> <li>• At no point will staff leave a live session with unattended pupils. In the case of an emergency, staff will end sessions for all participants, unless another member of staff present can take control.</li> <li>• In the event of a “crash” (internet or computer hardware/software problems): <ul style="list-style-type: none"> <li>◦ If time allows, pupils can re-join the session when the problem is resolved</li> <li>◦ If staff are affected, they will report the incident to senior leaders/IT support immediately so that sessions can be covered or ended.</li> <li>◦ If for example the wifi goes down and the session cannot continue teachers will send a message via seesaw to their class to inform them of the situation – “There is a problem with the system, I will try and reconnect asap, however, if I haven’t been able to join in 10 minutes please remove your child from the session. Thanks and sorry for any inconvenience”</li> </ul> </li> <li>• A record will be kept of who attended sessions</li> <li>• Leaders will ensure that staff are kept up to date with all relevant policies and procedures, including behaviour, online safety, safeguarding and data/GDPR protection policies</li> <li>• If repeated instances of poorly managed sessions occur, staff will use other remote learning approaches until they are confident and capable to deliver live sessions.</li> </ul>			
<b>5. Poor pupil behaviour</b>	All	4	4	16	<ul style="list-style-type: none"> <li>• Staff have the training to deal with instances of poor pupil behaviour.</li> <li>• Teachers will report instances of poor pupils’ behaviour in line with the school’s behaviour policy.</li> <li>• Sessions to be recorded when appropriate to support safeguarding pupils and teachers, for example, during 1-2-1 sessions if another member of staff is unable to attend the session.</li> <li>• If practicable, parents’ nearby presence to be secured for the duration of live sessions</li> <li>• A set of engagement and behaviour rules will be shared with staff, pupils and parents. Teachers will remind pupils of these at the start of sessions, for example: <ul style="list-style-type: none"> <li>◦ Expectations of behaviour</li> <li>◦ The pupil’s background must be blurred or using a background picture.</li> </ul> </li> </ul>	4	2	8

					<ul style="list-style-type: none"> <li>○ The pupil should be in a location where it is unlikely to be disturbed by intrusive events and noises.</li> <li>○ How to ask questions – open discussion/chat/hand up feature – depending on lesson etc.</li> <li>○ Under no circumstances should pupils record or snapshot their screens</li> <li>○ Sanctions – sessions will be stopped for individuals or classes if behaviour rules are broken (e.g., writing silly comments in the chat etc.)</li> <li>● Staff will limit features if there is a greater likelihood of unsuitable behaviour with certain groups of pupils or if a session is one-to-one:           <ul style="list-style-type: none"> <li>○ Cameras off</li> <li>○ Mics off</li> <li>○ Chat only etc.</li> </ul> </li> <li>● Staff will always look out for pupils' welfare and report any concerns in line with school policy.</li> </ul>			
<b>6. Malpractice</b>	All	5	2	10	<ul style="list-style-type: none"> <li>● Teaching staff are familiar with the school's acceptable conduct (normally be contained in a school's updated, IT acceptable use policy and/or staff behaviour policy)</li> <li>● Staff are reminded that child protection policies apply as they would in the classroom</li> <li>● Staff will adhere to professional standards of dress when in front of the camera</li> <li>● Pupils have clear reporting routes in place so they can raise any concerns whilst online and know how to access age-appropriate practical support</li> <li>● Pupils should always know how to contact pastoral support or designated safeguarding person if concerns arise.</li> <li>● Where appropriate, sessions are recorded to safeguard pupils and teachers</li> <li>● If practicable, parents' nearby presence to be secured for the duration of live sessions</li> <li>● The provider's governing body or management committee is satisfied that teachers are applying their safeguarding and internet safety policies robustly</li> </ul>	5	1	5

					<ul style="list-style-type: none"> <li>The provider's senior leadership team will have individually signed off any 1-2-1 sessions</li> </ul>			
<b>7. External Organisations</b>	All	4	4	16	<ul style="list-style-type: none"> <li>Lessons/sessions delivered by external organisations (e.g., music services, Careers Wales etc.) will be dealt with using the same safeguarding protocols and work routines as determined by the school.</li> <li>The headteacher will ensure that the external organisation has the safeguarding and working routines for the schools and will insist that they need to be followed.</li> <li>Pupils and parents will be made aware that the same safeguarding reporting routes are to be used when lessons are delivered by external organisations.</li> <li>Other professionals involved in providing online sessions with learners and/or their families will have been provided with clear guidance from their professional associations and/or employers and should follow these in conjunction with this guidance. This guidance will be shared with and agreed to by the headteacher.</li> <li>School leaders will ensure that external staff are kept up to date with all the school's relevant policies and procedures, including behaviour, online safety, safeguarding and data/GDPR protection policies.</li> <li>Staff from an external organisation will report concerns in line with school policy.</li> <li>If external organisations do not follow the school's protocols for live sessions, sessions will be stopped, and provision will revert to an asynchronous delivery.</li> </ul>	4	2	8
<b>8. Ergonomic set up/DSE assessment</b>	All	3	4	12	<ul style="list-style-type: none"> <li>Staff must ensure that the planning of the lessons over the course of a day include comfort breaks, thus supporting both the staff and the pupils.</li> <li>Pupils must actively "leave" the lesson to take comfort breaks. No pupils should take their device with them when taking comfort breaks. Appropriate sanctions will need to be applied.</li> <li>Schools to ensure that all pupils are provided with practical and safety advice on ergonomics to reduce musculoskeletal symptoms and improve wellbeing. As part of the home, school agreement parents are asked to consider that all pupils have suitable arrangements at home regarding seating , desk etc which is comfortable and will not distract</li> </ul>	3	3	6

					<p>away from being involved in a session. This may pose issues for some families but at least school staff and parents have considered these issues to make the job task more comfortable and not overbearing on the body.</p>			
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<b>9. Mental health and wellbeing</b>	All	3	4	12	<ul style="list-style-type: none"> <li>Staff should be made aware of the identify of those RED rated by social services for vulnerability to ensure meaningful check-ins.</li> <li>It is essential that pupils and staff have regular breaks from the live lessons and to plan adequate time for rest breaks, exercise, and lunch.</li> <li>Schools to undertake staff and pupil surveys on wellbeing and the effectiveness of live sessions. This will inform any policy or risk assessment review.</li> <li>Headteacher is advised to ensure that “wellbeing check-ins” are undertaken with staff. This can be delegated to heads of department or a nominated member for the management team. “wellbeing check-ins” must also be undertaken with pupils with a primary focus for safeguarding and health, safety, and wellbeing.</li> <li>Where required, support and guidance are available from the stress, management, and counselling service.</li> </ul>	3	3	6
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#### Reference documents

[WG guidance](#)

Risk Rating Calculator								
Likelihood		Severity			Risk Rating			
Imminent	5	Very high	5	HIGH RISK	16 - 25			
Very Likely	4	Major	4	MEDIUM RISK	11 - 15			
Likely	3	Moderate	3	LOW RISK	6 - 10			
Not Likely	2	Minor	2	INSIGNIFICANT	0 - 5			
Remote	1	Insignificant	1					