

Risk Assessment

Penllergaer Primary School

Subject: Live Streaming
Period of assessment: Spring term, 2020
Assessor: JW/PS/SBI/RF
Headteacher/DSO sign off: JW
Governing body sign off: HR (CoG)

Date: 13/1/21
Date:

This risk assessment should be reviewed on a regular basis and updated as required

The school has a Virtual Learning policy adopted by each governing body within the Pontarddulais cluster. No live lessons only asynchronous learning. This has been communicated to all parents.

| Risk | People @ Risk | Risk level before control | | | Existing Control / New Controls | Risk level after control | | |
|--|---------------|---------------------------|------------|-------------|---|--------------------------|------------|-------------|
| | | Severity | Likelihood | Risk Rating | | Severity | Likelihood | Risk Rating |
| 1. Not having consent pupil/parent or staff consent | All | 5 | 3 | 15 | <ul style="list-style-type: none"> Staff will be trained to be confident and comfortable in delivering live sessions Consent is provided by parents for all children, including for recording sessions. Where possible, parents' nearby presence to be secured for the duration of live sessions Staff will ensure that recordings of sessions cannot be downloaded by pupils and are not made public | 4 | 1 | 4 |
| 2. Incorrect hardware/software being used | All | 4 | 4 | 16 | <ul style="list-style-type: none"> Staff will only use school devices for live streaming Equipment lent to families is set up correctly, i.e., sessions accessed through the Hwb platform Staff only use Microsoft Teams to deliver the live sessions. | 4 | 2 | 8 |
| | All | 3 | 5 | 15 | <ul style="list-style-type: none"> Teachers will use a professional background when presenting their screens. When using props, such as flip charts or models, a suitable | 3 | 3 | 9 |

| | | | | | | | | |
|--|-----|---|---|----|---|---|---|---|
| 3. Inadvertent views and noises | | | | | <p>room, which has no personal items on view and is away from potentially intrusive events or noises, to be used.</p> <ul style="list-style-type: none"> • Staff will ensure that all unnecessary browser windows and documents are closed, and check that bookmarked pages on browsers are appropriate. • Another member of staff will check teachers' camera views for suitability. • Staff to remain vigilant at all times for safeguarding issues that may arise from background views or noise and report appropriately • Staff will ensure that potential disruptions are minimised, by <ul style="list-style-type: none"> ○ Removing family members/pets from streaming locations ○ Not answering the door/phone calls during sessions • Staff will end a live session for all participants in the event of an unavoidable disruption occurring in their home. • Pupils will be told to: <ul style="list-style-type: none"> ○ use blurred backgrounds or background pictures so that the inside the pupils' homes is not seen. ○ use the most appropriate work area to minimise disruptions but to be within earshot of parents/guardians. ○ minimise distractions by turning off music, tv, phone, Xbox in the background etc. ○ dress appropriately and treat lessons as in school ○ get ready for the session and enter at the correct time • Parents/guardians are informed to minimise household disruptions while pupils are engaging in live sessions. • Use of "over the ear" headphones is recommended not earbuds. Pupils may find the use of these helpful with any background noise within the home environment (use would be age-appropriate). | | | |
| 4. Poorly managed lessons | All | 4 | 4 | 16 | <p>At PPS,</p> <ul style="list-style-type: none"> • Staff are trained to be confident and comfortable with using live streaming software • Staff will use well-established routines: <ul style="list-style-type: none"> ○ Notify the pupils of scheduled lessons (by the calendar in Teams) as well as what will be required during that session (documents, presentations etc) | 4 | 2 | 8 |

| | | | | | | | | |
|--------------------------------|-----|---|---|----|--|---|---|---|
| | | | | | <ul style="list-style-type: none"> ○ Open the TEAMS platform 5-10 minutes before the session starts and ensure that all staff required are included ○ The lobby feature will be used to hold pupils until the session is ready to start ○ Make all pupils 'attendees', not 'presenters' ○ Discuss roles and responsibilities and a short tutorial on the system at the outset of all sessions ○ If pupils are using cameras, staff will have control over switching the camera off/disabling pupil's contribution, if needed. ○ If older pupils are required to share screens, they will temporarily be made presenters then switched back to attendees. ○ Disconnect all pupils at the same time when sessions end. ○ Notify SLT, learners and parents of any cancelled lessons, changes in arrangements or other relevant issues and concerns. ○ Be mindful of confidentiality; especially when live-streaming a session from a venue where other adults or children are present ● 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. ● In the event of a "crash" (internet or computer hardware/software problems): <ul style="list-style-type: none"> ○ If time allows, pupils can re-join the session when the problem is resolved ○ If staff are affected, they will report the incident to senior leaders/IT support immediately so that sessions can be covered or ended. ● Staff will keep a record of who attended sessions and who was invited but absent. ● 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 ● 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. | | | |
| 5. Poor pupil behaviour | All | 4 | 4 | 16 | <p>At PPS:</p> <ul style="list-style-type: none"> ● Staff have the training to deal with instances of poor pupil behaviour. | 4 | 2 | 8 |

| | | | | | | | | |
|-----------------------|-----|---|---|----|--|---|---|---|
| | | | | | <ul style="list-style-type: none"> • Teachers will report instances of poor pupils' behaviour to SLT and parents contacted, in line with the school's behaviour policy. • Sessions are recorded with the sole purpose of safeguarding pupils and teachers • A parent or guardian will be present or close by, where feasible. • A set of engagement and behaviour rules has been 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"> ○ Expectations of behaviour (reminding the pupil that the session is recorded for safeguarding purposes and a parent/guardian need to be close by) ○ The pupil's background must be blurred, have a background picture or blank wall. ○ The pupil should be in a location where he/she is unlikely to be disturbed by intrusive events and noises. ○ How to ask questions – open discussion/chat/hand up feature – depending on session etc. ○ Under no circumstances should pupils record or snapshot their screens ○ Parents must not use the session to speak to the teacher with a query. This should be emailed to the school separately. ○ Sanctions – sessions will be stopped for individuals or classes if behaviour rules are broken (e.g., writing silly comments in the chat etc.) • Staff will limit features if there is a greater likelihood of unsuitable behaviour with certain groups of pupils: <ul style="list-style-type: none"> ○ Cameras off ○ Mics off ○ Chat only etc. • Staff will always look out for pupils' welfare and report any concerns in line with school policy. | | | |
| 6. Malpractice | All | 5 | 2 | 10 | <ul style="list-style-type: none"> • Teaching staff are familiar with the school's acceptable conduct. This is contained in PPS's updated, IT acceptable use policy and staff handbook). All staff electronic read/signature Sept 2020. | 5 | 1 | 5 |

| | | | | | | | | |
|---|-----|---|---|----|---|---|---|---|
| | | | | | <p>Via staff memo, virtual Adds, parent/pupil protocol posters and parent/pupil protocol reminders in consent form and teacher explanation in live check-in session the following is pertinent to PPS:</p> <ul style="list-style-type: none"> • Staff are reminded that child protection policies apply as they would in the classroom • Staff will adhere to professional standards of dress when in front of the camera • Pupils have clear reporting routes in place so they can raise any concerns whilst online and know how to access age-appropriate practical support • Pupils should always know how to make contact with pastoral support or designated safeguarding person if concerns arise. • Sessions are recorded with the sole purpose of safeguarding pupils and teachers • A parent or guardian will be present or close by, where feasible. • The provider's governing body or management committee is satisfied that teachers are applying their safeguarding and internet safety policies robustly. At PPS this is delegated to SLT to monitor. • The provider's senior leadership team will have individually signed off any 1-2-1 sessions (Strictly No 1.2.1 sessions at PPS) | | | |
| 7. External Organisations No live sessions from outside agencies at PPS | All | 4 | 4 | 16 | N/A <ul style="list-style-type: none"> • 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. • 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. • Pupils and parents will be made aware that the same safeguarding reporting routes are to be used when lessons are delivered by external organisations. • 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. | 4 | 2 | 8 |

| | | | | | | | | |
|---|-----|---|---|----|---|---|---|---|
| | | | | | <ul style="list-style-type: none"> • 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. • Staff from an external organisation will report concerns in line with school policy. • If external organisations do not follow the school's protocols for live streaming, sessions will be stopped, and provision will revert to an asynchronous delivery. | | | |
| 8. Ergonomic set up/DSE assessment | All | 3 | 4 | 12 | <ul style="list-style-type: none"> • All teaching staff must undertake the DSE awareness training available on the links below. The DSE assessment must be undertaken within the home environment and findings of the assessment must be reported to their line manager or Headteacher. <ul style="list-style-type: none"> ○ http://www.swansea.gov.uk/staffnet/displayscreenequipment ○ http://www.swansea.gov.uk/staffnet/media/12549/DSE-Display-Screen-Equipment-risk-assessment/doc/DSE_Display_Screen_Equipment_risk_assessment.docx ○ http://www.swansea.gov.uk/staffnet/media/23874/Asesiad-Cyfarpar-Sgriniau-Arddangos-DSE/doc/Asesiad_Cyfarpar_Sgriniau_Arddangos_DSE.docx <p>Staff at PPS undertook the module in April/May 2020 as part of Lockdown CPD wfh</p> <ul style="list-style-type: none"> • 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. • 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. At PPS, staff will speak to parent regarding any breach. • Schools to ensure that all pupils are provided with practical and safety advice on ergonomics to reduce musculoskeletal symptoms and improve wellbeing. LA Tips guidance emailed to parents and available on school website. | 3 | 3 | 6 |
| 9. Mental health and wellbeing | All | 3 | 4 | 12 | <p>Staff should be made aware of the identify of those RED rated by social services for vulnerability to ensure meaningful check-ins. At PPS, RED identified individuals are invited into the CWVCsetting and staff make</p> | 3 | 3 | 6 |

| | | | | | | | |
|--|--|--|--|---|--|--|--|
| | | | | <p>weekly phone calls to parent/child. PMLD pupils are given time in school to support families with respite.</p> <ul style="list-style-type: none"> • 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. • Schools to undertake staff and pupil surveys on wellbeing and the effectiveness of live streaming. This will inform any policy or risk assessment review. PPS aim to do this at Feb half term • 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. At PPS, SLT leads start of day ‘check-in/info sharing’ at setting. SLT available on site daily for individuals. • Where required, support and guidance are available from the stress, management, and counselling service. At PPS, staff are aware of processes and agencies to support. Teachers have identified, in consultation with parents, and referred pupils who would benefit from Exchange counselling services. | | | |
|--|--|--|--|---|--|--|--|

Reference documents

[Swansea Live Session Consent Form](#)

[Swansea Guidance for Live Sessions](#)

[Swansea – How to run a successful live session](#)

[Swansea – Parent/Child Safe Use of ICT Equipment at Home](#)

[WG guidance for live streaming](#)

| 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 | | |