

Risk Assessment for Remote Learning

Version Date:	July 2026
Signed:	Principal
Signed:	
Review cycle:	1 year (usually)
Date of next review:	September 2026 (due to filtering and monitoring changes and KCSIE updates)

This policy should be read alongside the Remote Learning Provision Policy; Online Safety Policy; Safeguarding and Child Protection Policy. Where there is any conflict, the Safeguarding and Child Protection Policy takes precedence.

This assessment covers day pupils learning remotely from home in the UK, and international boarders learning remotely from overseas. Live lessons are delivered through Zoom; work and resources through Google Classroom and school email.

What are the hazards?	Who might be harmed, and how?	What are we already doing?	What further action is needed?	Action by	Monitored by
Pupils live on camera during lessons	Pupils. Others in the household may see or hear other children on screen. Images of children may be seen by adults the school has not checked.	- Pupils join from an appropriate space, dressed as for a lesson, with a plain or blurred background where possible. - Household members do not take part in lessons; where a pupil needs adult support this is agreed in advance and recorded. - Cameras normally on; a pupil with a good reason not to use theirs agrees an alternative rather than being refused. - Pupils removed from a session immediately if a safeguarding issue arises, DSL informed, normal procedures followed. - Online safety programme and PSHE prepare pupils for working online. - Online Safety Policy and Remote Learning Provision Policy published on the website.	Remind families in the joining information that other children are visible on screen and that lessons must not be viewed or overheard by others in the room.	All staff	SLT / DSL
Staff teaching live from home	Staff. Personal surroundings, family members, or private information on screen may be exposed. Professional boundaries may blur.	- Staff teach from a professional setting, dressed as for school, using a neutral or virtual background. - Staff know how to close personal tabs, email and notifications before sharing a screen. - School accounts and school devices only; personal contact details are never given to pupils. - Staff do not use personal phone numbers, personal email or social media to contact pupils.	Add a pre-lesson checklist (notifications off, tabs closed, background set) to the staff remote teaching guidance.	All staff	SLT
An uninvited or unknown participant joins a lesson	Pupils and staff. A stranger could observe children, or share harmful or indecent material into a live lesson.	- Zoom configured centrally by the IT Manager, not left to individual staff. - Unique meeting ID per lesson; Personal Meeting IDs never used. - Passcode plus waiting room; the teacher admits each participant individually. - Links shared only through Google Classroom or school email, never publicly. - The teacher joins first and locks the meeting once expected pupils have arrived. - Screen sharing restricted to the host; annotation, remote control and file transfer disabled by default.	IT Manager to enforce these as account defaults and confirm in writing; re-check each term and after any major Zoom update.	IT Manager	SLT / Governing Board

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		If an unknown participant joins or anything inappropriate appears, the teacher ends the session for everyone immediately and reports to the DSL and IT Manager.			
Pupils using the platform to bully, harass or share inappropriate material	Pupils. Exposure to material shared by peers; bullying or harassment during or around lessons.	- Teachers moderate the chat; in-meeting chat set to host-and-participants only, not private pupil-to-pupil messaging. - Teachers can mute, remove or return a pupil to the waiting room, and do so where necessary. - Lessons do not start until at least one other pupil is present, except for authorised one-to-one teaching. - Register kept of all pupils present in each session. - Behaviour policy and Anti-Bullying Policy apply to remote lessons as to classrooms. - Pupils know how to report and are told they will not be in trouble for telling.	Any removal involving something of concern to be reported to the DSL the same day and logged, not handled informally by the teacher.	All staff	DSL / SLT
One-to-one remote teaching	Pupils and staff. Unsupervised contact between one adult and one child, with no witness and no record.	- One-to-one lessons only where authorised in advance by SLT and recorded on the pupil's remote learning plan. - Parents or carers informed in advance that one-to-one teaching will take place, and when. - Scheduled through the school calendar and delivered through school accounts, so they are visible to the school. - Sessions recorded as a safeguarding control; recordings saved to a restricted drive accessible only to the DSL and deputy DSL, viewed only where a concern arises. - Held in a suitable room, not a bedroom, at both ends wherever possible. - No personal accounts, personal devices or personal phone numbers.	Confirm and record the retention period for one-to-one recordings, and add it to the retention schedule.	SLT / DSL	Principal
Recording, screenshotting or misuse of images	Pupils and staff. Images or clips captured without consent may be shared, edited or used to humiliate, including through AI manipulation.	- Group lessons are not recorded by default; where there is an educational reason, SLT approval is obtained and pupils and parents told in advance. - Recordings stored in school systems, accessible only to that class and relevant staff, and deleted at the end of the year unless there is a documented reason to keep them. - Pupils and parents must not record, screenshot or photograph lessons.	Cover image-based abuse and AI manipulation explicitly in the pupil online safety programme before remote provision is next used.	All staff	DSL

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		Creating or sharing manipulated or AI-generated images of a pupil or member of staff is a safeguarding and disciplinary matter, handled under child protection procedures where the image is sexual.			
A pupil cannot speak freely during a remote lesson	Pupils. A pupil may be unable to disclose a concern, or may be coached or overheard, because the person causing them harm is in the room.	- Staff are alert to signs that a pupil is not free to talk: cameras suddenly off, unusual reticence, another person visible or audible. - Staff do not press a pupil to disclose on camera; they report to the DSL, who arranges a safe route to speak. - Pupils are given the DSL, deputy DSL and independent listener contact details and told they may make contact directly, without going through a teacher. - Pupils are told they can raise a concern about an adult, including a member of staff, with the DSL or Principal.	Agree with the DSL a discreet signal or written route a pupil can use during a lesson to indicate they need to talk privately.	DSL	Principal
Pupils learning from outside the UK	International boarders. English children's social care and police have no jurisdiction; UK helplines may be of limited use; the school may be unable to reach or check on a child.	- Before overseas provision begins the school records: the pupil's address abroad and the adults they live with; at least two local emergency contacts; local emergency service and child protection numbers; the educational guardian's details; the time zone and agreed contact times; and what the school will do if it cannot reach the pupil. - The DSL holds this record. - A concern about a pupil overseas is acted on immediately, with advice sought from the LADO or children's social care in England on the appropriate route, and consideration of contacting the FCDO or local authorities.	Complete the overseas contact record for every pupil currently learning or expected to learn remotely from abroad, before the start of next term.	DSL	Principal
Lessons scheduled outside normal UK hours	Pupils and staff. A safeguarding concern arising in a lesson at an unusual hour may not reach a trained lead quickly. Staff may be drawn into out-of-hours contact.	- A trained DSL or deputy is available during all timetabled remote lessons, including those outside the normal UK school day, and pupils are told how to reach them. - Any teaching outside normal UK school hours is timetabled and approved in advance; staff do not make ad hoc contact and are not expected to be available at night. - Staff report to the DSL any attempt by a pupil to contact them outside permitted channels.	Publish the DSL on-call arrangement covering any lesson scheduled outside the UK school day, so staff know who to reach and how.	SLT	Principal

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A pupil disengages without anyone noticing	Pupils. Withdrawal from remote learning can mask illness, low mood, or a safeguarding concern, and is easier to miss than an empty chair.	- Attendance codes recorded each session under the School Attendance (Pupil Registration) (England) Regulations 2024; registers kept electronically and retained six years. - Participation in remote lessons logged separately from the attendance register. - Non-engagement prompts contact with the pupil, parents and educational guardian promptly; persistent disengagement escalated to the DSL. - Pupils learning remotely for more than a short period have a named member of staff who checks in on how they are, not only on their work.	Set a defined trigger (for example two missed sessions) at which contact must be made and logged, rather than leaving it to individual judgement.	Class teachers	SLT / DSL
Personal data compromised	Pupils and staff. Personal data may be exposed through the platform, through sharing of joining details, or through staff storing work outside school systems.	- Staff follow the Data Protection Policy at all times during live lessons. - Joining details and information about remote learning are communicated directly to parents, not published. - Staff store pupil work and personal data in school systems, never on personal devices or personal cloud accounts. - Privacy information for the platforms in use is published and given to families in advance, translated where needed. - Breaches reported to the DPO immediately and to the ICO within 72 hours where the threshold is met.	Complete a single DPIA covering remote lessons, one-to-one recording and international transfers; record the transfer safeguards relied on for Zoom and Google Workspace.	DPO	Governing Board
No filtering on a pupil's own device off the school network	Pupils. A pupil learning from home or abroad is outside the school connection, so school filtering does not protect them during or between lessons.	- Every pupil uses their own device under the Bring Your Own Device Policy; monitoring scope for day pupils and boarders is set out in the Online Safety Policy. - Parents and carers are given guidance on home filtering. - Pupils are reminded that school conduct expectations apply on school accounts wherever they are used. - Online safety teaching covers content, contact, conduct and commerce risks.	Issue home filtering guidance to families at the point remote provision is agreed, not only at the start of the year.	IT Manager / DSL	SLT
Isolation, wellbeing and screen fatigue	Pupils. Learning alone for an extended period affects mood, motivation and sleep, particularly for pupils abroad and	- Remote timetables include regular breaks; lessons are not scheduled back to back for a full day. - Guidance given on posture, screen position, lighting and eye breaks. - Staff watch for withdrawal, cameras always off, missed deadlines or a change in tone, and treat these as pastoral signals.	Add a wellbeing check to the fortnightly review of each individual remote learning plan.	Pastoral staff	DSL / SLT

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	separated from their year group.	- Named member of staff checks in regularly with any pupil learning remotely for more than a short period. - Pupils awaiting arrival are kept connected to the life of the school where possible.			
Loss of contact or technical failure mid-lesson	Pupils. A pupil may drop out of a session and be assumed to have left voluntarily, when in fact something is wrong.	- Register kept of pupils present in each session. - Where a pupil drops out and does not return, the teacher attempts contact and, if unsuccessful, alerts the office or the DSL rather than leaving it. - Agreed contact arrangements and local emergency contacts are recorded in advance for pupils overseas. - Alternative arrangements agreed and recorded where a pupil cannot reliably access the platform from their country.	Agree how quickly a teacher must escalate an unexplained drop-out, and who they contact.	All staff	SLT
Sponsor compliance breach for pupils studying before arrival	Pupils. A breach of the school's Child Student sponsor duties could put the licence, and therefore pupils' places and education, at risk.	- Remote provision for a pupil awaiting entry does not begin until the position is confirmed with the school's immigration adviser and the advice recorded. - Engagement monitoring distinguishes learning delivered face to face from learning delivered remotely. - UKVI reporting duties met where a pupil does not take up a place, stops engaging or defers. - Pre-arrival provision is time-limited and reviewed at least fortnightly against the expected arrival date.	Obtain and record the immigration adviser's written position on pre-arrival remote study before the next such case arises.	Principal	Governing Board
Staff working alone and out of hours	Staff. Teaching alone from home, at unusual hours, across time zones, with no colleague present, affects wellbeing and leaves staff exposed to allegations.	- One-to-one teaching authorised, scheduled and recorded, protecting staff as well as pupils. - Out-of-hours teaching timetabled and approved rather than arranged informally. - Staff are not expected to be contactable at night. - Staff Code of Conduct and the low-level concerns procedure in Part Four of KCSIE apply. - Staff report attempts at contact outside permitted channels.	Confirm workload expectations where staff teach across time zones, and check in with those doing so regularly.	SLT	Principal