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This document is designed to support commissioning partners in effectively identifying risks, understanding the risk matrix, and completing the Tute Education risk assessment template.

1 Tute’s position on assessing risk

At Tute, we **highly recommend** that commissioning partners undertake a risk assessment when enrolling a student in our provision. While we do not currently make this mandatory, we believe

that a structured risk assessment process is in the best interests of the student, ensuring their safety, well-being, and engagement in online learning.

To support partners in this process, we have developed this guidance and risk assessment template for those who may not already have one in place. This provides a clear framework for identifying and mitigating potential risks, ensuring that appropriate safeguards and support measures are in place before a student begins learning with Tute.

As part of the student enrolment process, we will ask partners whether a risk assessment has been completed. If it has not, we will strongly recommend that one is undertaken. Completing a risk assessment:

- **Ensures a safe and structured learning environment** for the student.
- **Supports a collaborative approach** between Tute, the commissioner, and other professionals involved in the student's education.
- **Helps to proactively address risks**, rather than responding to them after they arise.

We encourage partners to share completed risk assessments with relevant safeguarding contacts, professionals contributing to the student's education, and with Tute, either by uploading it to our platform or emailing it to admin.support@tute.com.

Regularly reviewing and updating the risk assessment ensures that any emerging risks are identified and managed effectively throughout the student's time in our provision.

2 Purpose of a risk assessment

The purpose of undertaking a risk assessment is to enable commissioning partners to:

- ✓ **Identify potential risks** related to student safety, well-being, and engagement in online learning
- ✓ **Mitigate risks** by implementing appropriate safeguarding and supervision measures
- ✓ **Ensure compliance** with safeguarding regulations and best practices
- ✓ **Encourage a safe and structured home learning environment**

While completing a risk assessment is not mandatory, it is considered best practice to ensure students can safely access their education remotely.

A risk assessment is not about identifying every possible risk a student might face, but about considering those that could significantly impact their safety, learning, or engagement. Not all risks will require action, but those that do should be addressed with practical, proportionate steps.

3 Types of risk to identify

When assessing a student's suitability for online learning, there are several key areas that should be considered. The following are examples of common risk areas that have been identified by partners using our provision. However, this is not an exhaustive list - as the commissioner, you know the student better than we do, and additional risks may need to be considered based on their individual circumstances.

To help frame the assessment, consider the student's home learning setup:

- The student will be accessing lessons from home.
- They may or may not have a parent or responsible adult present while learning.
- They will use a device (laptop, PC, tablet, or phone) with internet access to join lessons.
- They will access Tute's platform and the Tute Learning Cloud (our online classroom) to take part in live lessons.
- They will be in a group lesson with other students, but they will only see the teacher - not each other.
- The teacher can see student names but not their home environment.

With this in mind, the following are examples of potential risks to consider when completing the assessment.

This is not an exhaustive list, and other risks may need to be considered depending on the student's specific circumstances.

If a partner identifies risks not covered in this document, they should still be recorded in the risk assessment.

3.1 Safeguarding risks

Students accessing lessons from home may not have the same level of oversight as they would in a school setting. Potential safeguarding risks include:

- **No immediate safeguarding contact.** If a concern arises during a lesson, there may not be a trusted adult present to intervene or report it.

- **Absence of emergency contact details.** If an urgent issue arises, it may not be clear who should be contacted.
- **Exposure to inappropriate content or influences.** The student may be in an unsafe home environment or have access to unsuitable online material.
- **Unclear reporting mechanisms for students.** The student may not know who to speak to if they feel unsafe or worried.
- **Lack of engagement that may indicate wider concerns.** If a student suddenly stops attending or engaging in lessons, this could be a sign of a safeguarding issue.
- **Risks related to the student's home life.** If the student has a history of neglect, abuse, or exploitation, they may be particularly vulnerable when learning from home.

What to consider:

- ✓ Does the student have a trusted adult available during lesson times?
- ✓ Have clear safeguarding contacts and reporting processes been shared with those supporting the student?
- ✓ Are there any known concerns about the student's home environment that may affect their safety or well-being?

3.2 Online safety and cybersecurity risks

Students accessing online lessons must do so in a safe and secure digital environment. Risks include:

- **Access to inappropriate websites or external influences.** The student may be using a device without content filtering or parental controls.
- **Cybersecurity risks.** The student may not have strong passwords or may be vulnerable to phishing scams or hacking attempts.
- **Unauthorised access to lessons.** If login details are shared, an unauthorised person could attempt to join a session.
- **Use of personal devices.** If a student is using a shared device, their privacy and safety may be compromised.

What to consider:

- ✓ Does the student's device and internet connection have basic security protections in place?
- ✓ Is the student aware of how to report online concerns or technical issues?
- ✓ Has the student received basic guidance on staying safe online?

3.3 Supervision and student welfare risks

Since students are learning from home, there may not always be an adult available to monitor their participation. Risks include:

- **No responsible adult present.** The student may be learning entirely unsupervised, increasing potential safeguarding concerns.
- **Distractions or unsuitable learning environments.** The home may be noisy or chaotic, making it difficult to concentrate.
- **Prolonged screen time.** Without regular breaks, students may experience eye strain, fatigue, or disengagement.
- **Multi-use spaces.** The student may be accessing lessons in a shared household space, limiting privacy.

What to consider:

- ✓ Is there a trusted adult aware of the student's lesson schedule?
- ✓ Does the student have access to a quiet and suitable learning environment?
- ✓ Are they encouraged to take breaks and manage screen time?

3.4 Mental health and well-being risks

Some students may struggle with the isolation of learning from home or face emotional barriers to engagement. Risks include:

- **Social isolation leading to disengagement.** Unlike in school, students do not interact with their peers visually, which may impact their sense of connection.

- **Anxiety about online learning.** Some students may feel nervous about contributing in lessons or lack confidence.
- **Frustration due to technical issues.** If the student regularly experiences internet dropouts or login issues, they may become frustrated or disengaged.
- **Pre-existing mental health concerns.** If a student has a history of anxiety, depression, or trauma, online learning may exacerbate these issues.

What to consider:

- ✓ Does the student have regular check-ins with a teacher, support worker, or mentor?
- ✓ Are they encouraged to engage with peers through safe online or offline activities?
- ✓ Have they been provided with any necessary mental health support resources?

3.5 Technical and equipment risks

Students need reliable access to the necessary technology to participate in online lessons. Risks include:

- **No access to a suitable device.** If the student does not have a working laptop, tablet, or PC, they may struggle to engage.
- **Unstable internet connection.** Poor connectivity may cause frequent lesson dropouts or delays.
- **Lack of IT support.** If something goes wrong, the student may not have help available to resolve issues.

What to consider:

- ✓ Does the student have a working device and stable internet connection?
- ✓ Are they aware of how to get technical support if needed?
- ✓ Has the school or local authority provided guidance on equipment loans or funding if required?

3.6 Home environment risks

A student's home environment may not always be safe, stable, or suitable for learning. Risks include:

- **Unsafe or unsuitable home environment.** The student may be in a setting with domestic conflict, substance misuse, or other safeguarding concerns.
- **Frequent changes in home situation.** If the student moves between multiple households, access to lessons may be inconsistent.

- **Lack of privacy.** If the student is sharing a space with siblings or other family members, they may struggle to concentrate.
- **Risk of financial instability.** Limited household income may impact access to a device, internet, or a quiet study space.

What to consider:

- ✓ Are there any known concerns about the student's home situation that may affect their safety or learning?
- ✓ Does the student have access to a stable and appropriate space to learn?
- ✓ Would additional support (such as technology access) help mitigate these risks?

3.7 Parental engagement risks

The role of a parent or carer in supporting online learning can vary. Some may be highly engaged, while others may not be able or willing to support the student's education. Risks include:

- **Lack of parental involvement.** The parent may not be aware of the student's schedule or lesson expectations.
- **Resistance to online learning.** Some parents may not see value in online education and may discourage engagement.
- **Limited ability to provide supervision.** The parent may be at work or unavailable during lessons.
- **Language or digital literacy barriers.** Parents who do not speak English fluently or who are unfamiliar with technology may struggle to support the student.

What to consider:

- ✓ Has the parent or carer been provided with clear information about the student's lessons?
- ✓ Are there ways to improve engagement, such as regular check-ins or translated guidance?
- ✓ Is a responsible adult available at home to provide supervision where needed?

3.8 Accessibility and additional needs risks

Students with special educational needs and disabilities (SEND) may face additional barriers to accessing online lessons. Risks include:

- **Difficulty using online platforms.** The student may struggle with logging in, navigating resources, or following instructions.
- **Sensory or cognitive overload.** The student may find screen-based learning overwhelming or struggle with focus.
- **Lack of adapted resources.** Standard lesson materials may not be accessible to students with visual, hearing, or processing difficulties.

What to consider:

- ✓ Does the student require any adaptations to access learning effectively?
- ✓ Has the commissioning partner shared relevant SEND information with Tute?
- ✓ Is additional support available, such as one-to-one mentoring or modified lesson formats?

3.9 Attendance and engagement risks

A student's ability to attend and participate in online lessons may be affected by various factors.

Risks include:

- **Frequent absences.** The student may struggle with attendance due to personal, health, or family reasons.
- **Poor engagement in lessons.** Even when present, the student may not actively participate.
- **Loss of motivation.** Some students may become disengaged if they do not feel connected to their learning.
- **Unclear expectations.** If the student does not understand the structure of online lessons, they may not take them seriously.

What to consider:

- ✓ Has the student been given clear expectations for attendance and participation?
- ✓ Are there early warning signs of disengagement, such as missing lessons or not contributing?
- ✓ What interventions (e.g., welfare calls, mentor check-ins) could help improve engagement?

4 Understanding the risk matrix

The risk matrix is a tool to help assess the severity of a risk by considering how likely it is to happen and how serious the impact would be if it did. This ensures risks are assessed consistently and proportionately, helping partners prioritise which risks need urgent attention.

RISK MATRIX

Low
Moderate
Significant
High

		IMPACT				
		1 Insignificant	2 Minor	3 Moderate	4 Major	5 Catastrophic
LIKELIHOOD	5 Almost certain	5	10	15	20	25
	4 Likely	4	8	12	16	20
	3 Possible	3	6	9	12	15
	2 Unlikely	2	4	6	8	10
	1 Very unlikely	1	2	3	4	5

Each risk is scored based on **two factors**:

- **Likelihood (How likely is this risk to occur?)**
 - 1 – Very unlikely (rarely happens)
 - 2 – Unlikely (possible but not common)
 - 3 – Possible (could reasonably occur)
 - 4 – Likely (strong chance it will happen)
 - 5 – Almost certain (expected to happen)
- **Impact (What is the effect if this risk occurs?)**
 - 1 – Insignificant (no real harm or disruption)
 - 2 – Minor (some impact but manageable)
 - 3 – Moderate (noticeable effect on student safety or learning)
 - 4 – Major (significant risk to student well-being or education)
 - 5 – Catastrophic (serious harm or total disruption to learning)

To determine the overall risk level, the risk assessment template will multiply Likelihood × Impact.

RISK SCORE	LEVEL	WHAT IT MEANS
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1-6	Low	Monitor, but no immediate action needed
8-10	Moderate	Take precautionary measures
12-16	Significant	Actively mitigate risk and monitor closely
20-25	High	Requires urgent action

The higher the score, the more urgent the risk. Risks in the red or orange zones should be actively addressed, while low risks may not require immediate intervention.

5 General principles of risk assessment

When completing the risk assessment, consider the following best practices to ensure risks are identified and managed effectively:

- **Be specific.** Clearly define what the risk is and how it affects the student.
- **Use evidence where possible.** Base assessments on known concerns, reports, or observations rather than assumptions.
- **Focus on what can be controlled.** Some risks (such as a student’s home situation) may not be directly changeable, but steps can still be taken to mitigate their impact.
- **Prioritise the most serious risks.** Risks with a high score (red or orange) should be tackled first.
- **Regularly review risks.** Circumstances change, so risk assessments should be updated when new information arises.

A risk assessment should not be about identifying every possible risk, but ensuring key risks are understood and proportionate actions are taken where needed.

6 Completing the risk assessment template

The risk assessment template is designed to help partners systematically assess risks and identify any necessary actions.

COLUMN	HOW TO COMPLETE
Risk ID	Assign a unique number to each risk (e.g., 1, 2, 3...).
Category	Choose the relevant risk area (e.g., safeguarding, online safety, supervision).
Description of risk	Clearly state the risk (e.g., “No responsible adult present during lessons”).

Description of impact	Explain how this risk could affect the student (e.g., “Student may be unsupervised during lessons, leading to safeguarding concerns”).
Likelihood score (1-5)	Assess how likely the risk is to happen. Use the risk matrix to decide.
Impact score (1-5)	Assess how serious the impact would be. Use the risk matrix to decide.
Risk score	This is calculated automatically as Likelihood × Impact. The cell will change colour based on the risk level.
Person responsible	Identify who is responsible for monitoring or mitigating the risk (e.g., Commissioner, Guardian, named person).
Controls in place	List any existing measures that help reduce the risk (e.g., “Parent is aware of supervision expectations”).
Review date	Set a date to review and update this risk assessment if necessary.

7 Next steps after completing the risk assessment

Once the risk assessment has been completed, we recommend the following steps to ensure the information is shared appropriately and reviewed regularly:

1. **Share the document with the student’s safeguarding contact.**
 - Ensure that any safeguarding leads or designated contacts within the commissioning organisation have access to the assessment.
 - If specific safeguarding concerns have been identified, appropriate action should be taken in line with local safeguarding procedures.
2. **Share with any other professionals involved in the student’s education.**
 - If other professionals (e.g., social workers, SEND coordinators, or school staff) contribute to the student’s education, the risk assessment should be shared with them where relevant.
 - This ensures that all key individuals are aware of potential risks and mitigation strategies.
3. **Share with Tute by uploading the document to our platform or emailing it to admin.support@tute.com.**
 - Tute requires access to the risk assessment to ensure appropriate measures are in place when delivering lessons.
 - Upload the completed assessment via the designated area on the platform, or send it via email if required.
4. **Regularly review and update the risk assessment.**
 - Risks may change over time, and new risks may emerge.

- We recommend reviewing the assessment **at least once per term** or sooner if circumstances change.
- If a new concern arises, update the risk assessment accordingly and notify relevant stakeholders.

These steps help ensure that risk assessments remain useful, up to date, and effective in supporting the student's education and well-being.