








Our vision is ***to enable children to become lifelong learners by creating a safe and inclusive learning environment that nurtures individuality and enhances potential***

Our values:

-  ***We're imaginative*** - we're creative thinkers and doers
-  ***We're curious*** - we encourage inquisitiveness and risk taking
-  ***We're proud*** - we take pride in our school and want everyone to succeed
-  ***We're courageous*** - we understand that we learn from our mistakes
-  ***We're original*** – we celebrate difference

RISK MANAGEMENT

Additional considerations for management of risk during a pandemic or similar event are still retained in this document.

Background

All schools face risks that have the potential to disrupt learning and business continuity. It is therefore essential that they have a risk management policy in place that complies with best practice. A risk management procedure assesses the likelihood of an event happening and assesses the impact of that event on the functioning of the school if it were to happen.

Risk management best practice can be summarised as the:

- Continuous process of identifying, evaluating and managing all significant risks.
- Annual process of reviewing the effectiveness of the system of internal control.
- Implementation of a system to deal with internal control aspects of any significant issues.

A good risk management policy will outline the roles and responsibilities for risk management, identify risk management processes and ensure appropriate levels of awareness throughout the school.

What are the risks?

Risks can be identified under the following categories:

- Professional
 - Achieving strategic aims.
 - Management structures.
 - Educational objectives.
 - Conduct.
 - Liability beyond the classroom.
 - Staff and pupil procedures.

- Physical
 - Injury to staff and pupils.
 - Property.
- Financial
- Legal
- Environmental
- Contractual
- Technological
- Disaster recovery

The tables at the end of this document offer a risk assessment for the most likely areas of risk for a school and they may be helpful as a basis on which to develop the school’s risk assessment procedures.

Assessing the risks

Once a risk has been established, the school should assess whether:

- The risk of both likelihood and impact of the event is high.
- The risk of likelihood or impact of the event is high.
- The risk of neither the likelihood nor the impact is high.

Schools can use a 3 x 3 matrix to assess impact and probability as high, medium or low, as illustrated below:

3	3	6	9
2	2	4	6
1	1	2	3
	1	2	3

Likelihood

Prioritising the risks

Risks that would have a high impact should be prioritised for action in the short term. Those which would have a medium impact should be monitored and acted upon in the medium term and those which would have a low impact should be kept under review in case priorities change in the long term.

Once risk priorities have been established, procedures and policies can be put into place according to the priorities given to each risk. The procedures and policies should be strictly adhered to.

The risk management procedure itself should be reviewed periodically (ideally annually) to ensure that the priorities for action have not changed.

Addressing risks

When responding to risks, the school should ensure that the risk is well-managed so that the potential threat does not materialise.

The school will adopt one of the four risk responses outlined below:

- **Avoid** – Counter measures are put in place to either stop a problem or threat occurring, or prevent it having an impact on the organisation.
- **Transfer** – The risk is transferred to a third party, for example, through an insurance policy.
- **Mitigate** – The response actions either reduce the likelihood of a risk developing, or limit the impact on the school to acceptable levels.
- **Accept** – The school accepts the possibility that the event may occur. This may be because the cost of the counter measures is too great and will outweigh the possible downside, or because the school believes there is only a remote possibility of the event occurring.

RISK MANAGEMENT PROCEDURE POLICY

Introduction

At Reay Primary School we are committed to providing a safe environment for all members of the school community. In order to do this, we consider:

- The nature and extent of risks that the school faces.
- The extent and categories of risk that are acceptable.
- The likelihood of the risks concerned materialising.
- Strategies for reducing the incidence and impact of risks that do materialise.

Objectives and targets

In order to provide a safe environment for all pupils, staff, parents and visitors we take steps to ensure that we:

- Comply with risk management best practice.
- Ensure that any risks the school may face are identified and appropriately documented.
- Provide assurance to the governing board that risks are being adequately controlled, or identify areas for improvement.
- Ensure that action is taken appropriately in relation to accepting, mitigating, avoiding and transferring risks.

Action plan

The school has in place detailed written procedures, based on detailed risk assessments, to deal with predictable situations that constitute risk, such as a fire, flood or a breach of security. Risk assessments have been conducted for the following areas:

- Professional.
 - Achieving strategic aims.
 - Management structures.
 - Educational objectives.
 - Conduct.
 - Liabilities beyond the classroom.
 - Staff and pupil procedures.
- Physical.
 - Injury to staff and pupils.

- Property.
- Financial.
- Legal.
- Environmental.
- Contractual.
- Technological.
- Disaster recovery.
- Additional risks associated with COVID 19.

Monitoring and evaluation

The governors will monitor this policy and make changes in light of any event that highlights any inadequacies.

Review

Date agreed by governing board on	Signature of Chair or Vice Chair
Date agreed for review:	Frequency of Review Annually
Review Responsibility Full Governing Board	

PROFESSIONAL RISKS – ACHIEVING STRATEGIC AIMS

Ref no	Area of risk	In place (Y/N/n/a)	Impact if not in place (H or L)	Likelihood of creating a problem if not in place (H or L)	Priority for action plan (H or M or L)
1	School development/improvement plan (SDP).				
2	Aims of SDP are being achieved.				
3	School-wide understanding of SDP aims and objectives.				
4	Governors involved in preparing SDP.				
5	Ofsted readiness.				
6	Post-Ofsted action plan (<i>not now statutorily required – optional to school – no need to submit to Ofsted</i>).				
7	If school judged inadequate by Ofsted, triggering of academisation process.				
8	Staff/governors involved in setting school performance targets (<i>not statutorily required- optional to school</i>).				
9	Performance targets being achieved.				
10	Impact of school's DFE annual performance data/FFT data etc.				
11	Addressing improvements needed as indicated by performance data.				
12	Website compliant with statutory requirements.				
13	Website updated regularly.				

Ref no	Area of risk	In place (Y/N/n/a)	Impact if not in place (H or L)	Likelihood of creating a problem if not in place (H or L)	Priority for action plan (H or M or L)
14	Budget strategy agreed with governors.				
15	Budget monitoring in place.				

PROFESSIONAL RISKS – MANAGEMENT STRUCTURES

Ref no	Area of risk	In place (Y/N/n/a)	Impact if not in place (H or L)	Likelihood of creating a problem if not in place (H or L)	Priority for action plan (H or M or L)
1	Roles, responsibilities and governor expectations of headteacher defined.				
2	Roles, responsibilities and headteacher expectations of deputy headteachers defined.				
3	Roles, responsibilities and leadership expectations of senior managers defined				
4	Roles, responsibilities and team leader expectations of teachers defined.				
5	Roles, responsibilities and teacher/team leader expectations of support staff defined				
6	Roles, responsibilities and expectations of governors defined.				
7	Governing board structures defined.				
8	Governing board sub-committees structures set up.				
9	Induction programme for all staff.				
10	Induction programme for governors.				
11	Succession planning for key staff and governors.				
12	Staff handbook available.				
13	Administrative support for staff in place.				

Ref no	Area of risk	In place (Y/N/n/a)	Impact if not in place (H or L)	Likelihood of creating a problem if not in place (H or L)	Priority for action plan (H or M or L)
14	Processes for completing required returns to local authority (LA), DFE and others in place.				
15	Process for reporting to parents annually in place.				
16	Plan for parents' consultations.				
17	Time plan in place for teaching staff.				
18	School day structure agreed with parents, governors and staff.				
19	Pastoral support structure in place.				
20	Salary policy in place.				
21	Performance management policy in place for teaching staff.				
22	Performance management policy in place for support staff.				

PROFESSIONAL RISKS – EDUCATIONAL OBJECTIVES

Ref no	Area of risk	In place (Y/N/n/a)	Impact if not in place (H or L)	Likelihood of creating a problem if not in place (H or L)	Priority for action plan (H or M or L)
1	Application of national curriculum.				
2	Correct programmes of study in use.				
3	Schemes of work and lesson plans used (<i>optional to school – not now required by Ofsted</i>).				
4	Students reaching or exceeding expected levels of achievement.				
5	Students' wellbeing monitored and supported.				
6	Successful inter-phase and post-school transition.				
7	SEN policy, SEN co-ordinator in post. Assessment of pupils who may have learning difficulties. Preparation of EHC plans.				
8	Recognition of the most able pupils.				
9	PSHE, including statutory relationship education, sex education (years 7–11) and health education. Citizenship education also in place.				
10	RE being taught.				
11	Daily act of collective worship.				
12	Careers education and guidance policy. Careers access policy in place.				
13	Work experience policy				

Ref no	Area of risk	In place (Y/N/n/a)	Impact if not in place (H or L)	Likelihood of creating a problem if not in place (H or L)	Priority for action plan (H or M or L)
14	Policy on needs of young carers.				
15	Policy for looked-after children.				
16	Policy for drugs education.				
17	Provision for disadvantaged pupils, including ethnic minorities, travellers and refugees.				
18	Marking policy.				
19	Reporting policy.				
20	Assessment policy				
21	Individual education plan policy.				

PROFESSIONAL RISKS – CONDUCT

Ref no	Area of risk	In place (Y/N/n/a)	Impact if not in place (H or L)	Likelihood of creating a problem if not in place (H or L)	Priority for action plan (H or M or L)
1	Monitoring of pupil punctuality.				
2	Monitoring of pupil attendance.				
3	Sanctions policy for lack of punctuality.				
4	Truancy policy.				
5	Liaison with police and other agencies.				
6	Policy on uniform/dress code/hairstyles/jewellery.				
7	Detention policy.				
8	Behaviour support plans.				
9	Home-school agreement (<i>optional – not now statutorily required</i>).				
10	Policy on restraining pupils.				
11	Misuse of substances policy.				
12	Pupil exclusion procedure.				
13	Exclusion appeals procedure.				
14	Monitoring staff punctuality.				
15	Monitoring staff absence.				
16	Alcohol and drug abuse policy for staff.				
17	Disciplinary procedures for staff.				
18	Staff grievance procedure adopted.				
19	Staff capability policy.				

PROFESSIONAL RISKS – LIABILITIES BEYOND THE CLASSROOM

Ref no	Area of risk	In place (Y/N/n/a)	Impact if not in place (H or L)	Likelihood of creating a problem if not in place (H or L)	Priority for action plan (H or M or L)
1	Supervision of pupils before and after school sessions.				
2	Supervision at break times.				
3	Supervision at lunchtime.				
4	Safety in the playground.				
5	Safety in the playing fields.				
6	Policy on supervision of outdoor education.				
7	Policy on supervision of off-site activities.				
8	Policy on school trips, insurance cover, overseas travel.				
9	Equality of access to, and supervision during, out of school hours activities.				

PROFESSIONAL RISKS – STAFF AND PUPIL PROCEDURES

Ref no	Area of risk	In place (Y/N/n/a)	Impact if not in place (H or L)	Likelihood of creating a problem if not in place (H or L)	Priority for action plan (H or M or L)
1	Provision of adequate staffing level.				
2	Procedures for staff recruitment and selection (including safeguarding of children).				
3	Ensuring appropriate staff and governors have fulfilled safer recruitment training expectations.				
4	Ensuring all interviewing panels have a member who has undertaken safer recruitment training.				
5	Procedures on employment rights including use of, and writing of, references.				
6	Ensuring disclosure and barring service (DBS) and other recruitment checks are carried out on all employees.				
7	Ensuring sufficient staff in place to deliver broad and balanced curriculum (re small schools).				
8	Provision of early career and induction training.				
9	Staff retention incentives.				
10	Provision of continuing professional development (CPD).				
11	Procedures for staff disciplining and dismissal.				

Ref no	Area of risk	In place (Y/N/n/a)	Impact if not in place (H or L)	Likelihood of creating a problem if not in place (H or L)	Priority for action plan (H or M or L)
12	Ensuring staff rights – sex discrimination, equal opportunities, race equality, disability discrimination, parenthood etc.				
13	Planning for redundancy, retirement.				
14	Provision of induction for pupils.				
15	Ensuring all pupils' rights under Equality Act 2010 on sex discrimination, equality of opportunity and race equality, disability etc.				
16	Careful safe compilation and retention of pupil records and data.				
17	Ensuring pupil data is passed on from one phase to the next.				

PHYSICAL RISKS – INJURY TO STAFF AND PUPILS

Ref no	Area of risk	In place (Y/N/n/a)	Impact if not in place (H or L)	Likelihood of creating a problem if not in place (H or L)	Priority for action plan (H or M or L)
1	Health and safety policy adopted.				
2	Health and safety assessments modified as appropriate.				
3	Health and safety assessments disseminated across the school.				
4	Training needs on health and safety identified.				
5	First aid equipment available.				
6	Trained up-to-date first aider available at all times.				
7	Fire risk assessments carried out and shared with staff.				
8	Workplace regulations in force.				
9	Display screen regulations being followed.				
10	Manual handling protocols.				
11	Adherence to control of substances hazardous to health (COSHH) regulations.				
12	Adherence to asbestos management.				
13	Policies in place for use of machinery and electrical equipment.				
14	Policy for use of higher risk areas, eg				
	<ul style="list-style-type: none"> • Technology rooms. 				
	<ul style="list-style-type: none"> • Science laboratories. 				

Ref no	Area of risk	In place (Y/N/n/a)	Impact if not in place (H or L)	Likelihood of creating a problem if not in place (H or L)	Priority for action plan (H or M or L)
	<ul style="list-style-type: none"> Gymnasium. 				
	<ul style="list-style-type: none"> Swimming pool. 				
15	Stress, mental health and well-being management policy in place for staff.				
16	Smoking policy.				
17	Policy on violent behaviour.				
18	Child protection and safeguarding procedures.				
19	Policy on bullying.				
20	Policy on head lice and infectious illnesses.				
21	Policy on use of mobile phones.				

PHYSICAL RISKS – PROPERTY

Ref no	Area of risk	In place (Y/N/n/a)	Impact if not in place (H or L)	Likelihood of creating a problem if not in place (H or L)	Priority for action plan (H or M or L)
1	Accessibility plan.				
2	Procedures to reduce theft.				
3	Policy to minimise vandalism.				
4	Policy to minimise trespass.				
5	Measures undertaken to minimise risk of fire.				
6	Measures undertaken to minimise risk of water damage.				
7	Measures taken to minimise disruption from:				
	<ul style="list-style-type: none"> • Machinery failure. 				
	<ul style="list-style-type: none"> • Failure due to lack of maintenance of equipment. 				
	<ul style="list-style-type: none"> • External sources, eg workmen. 				
8	Policy on minibus usage and insurance implications.				
9	Vehicle movements on school premises.				
10	Awareness of potential for harm on home/school transport.				

FINANCIAL RISKS

Ref no	Area of risk	In place (Y/N/n/a)	Impact if not in place (H or L)	Likelihood of creating a problem if not in place (H or L)	Priority for action plan (H or M or L)
1	Budget plan for next 1/2/3/4/5 years agreed by governors.				
2	Setting of budget agreed by governors.				
3	Budget monitored regularly.				
4	Budget reports sent to governors regularly.				
5	Roles and responsibilities with respect to finance allocated.				
6	Income monitored.				
7	Payroll expenditure monitored.				
8	Expenditure controls monitored regularly.				
9	Opportunities to maximise external funding monitored and taken up.				
10	Cash security policy in place (eg school dinners and voluntary funds).				
11	Audit policy in place for voluntary funds.				
12	Insurance provision in place for:				
	<ul style="list-style-type: none"> • Employers' liability (voluntary aided, trust and foundation schools only). 				
	<ul style="list-style-type: none"> • Public liability. 				
	<ul style="list-style-type: none"> • Balance of risks. 				
	<ul style="list-style-type: none"> • Motor vehicles. 				

Ref no	Area of risk	In place (Y/N/n/a)	Impact if not in place (H or L)	Likelihood of creating a problem if not in place (H or L)	Priority for action plan (H or M or L)
	<ul style="list-style-type: none"> • Travel (including high risk activities). 				
	<ul style="list-style-type: none"> • Sickness absence. 				
	<ul style="list-style-type: none"> • Maternity leave. 				
13	Charging policy.				
14	Governors' allowances (scheme for paying).				
15.	Monitoring for fraud and corruption.				

LEGAL RISKS

Ref no	Area of risk	In place (Y/N/n/a)	Impact if not in place (H or L)	Likelihood of creating a problem if not in place (H or L)	Priority for action plan (H or M or L)
1	Adhere to health and safety regulations.				
2	Adhere to education law.				
3	Adhere to employment law.				
4	Adhere to Human Rights Act.				
5	Adhere to Freedom of Information Publication Scheme.				
6	Register and comply with Data Protection Act especially with regard to computer use.				
7	Comply with the General Data Protection Regulation (GDPR).				
8	Appropriate copyright licences in place (Copyright Licence, Performing Rights Society Licence, Public Video Screening Licence and any others as appropriate).				
9	Be aware of or know where to obtain advice as necessary on liability in connection with:				
	<ul style="list-style-type: none"> • Occupiers Liability Act. 				
	<ul style="list-style-type: none"> • Defective Premises Act. 				
	<ul style="list-style-type: none"> • Environmental Protection Act. 				
	<ul style="list-style-type: none"> • Building regulations. 				
	<ul style="list-style-type: none"> • Failure to educate. 				
	<ul style="list-style-type: none"> • Personal injury. 				

Ref no	Area of risk	In place (Y/N/n/a)	Impact if not in place (H or L)	Likelihood of creating a problem if not in place (H or L)	Priority for action plan (H or M or L)
	<ul style="list-style-type: none"> • Motor accident on business. 				
	<ul style="list-style-type: none"> • Giving incorrect advice. 				
	<ul style="list-style-type: none"> • Maladministration. 				
	<ul style="list-style-type: none"> • Leaking of confidential information. 				
	<ul style="list-style-type: none"> • Industrial tribunal claims. 				
	<ul style="list-style-type: none"> • Disability rights claims. 				

ENVIRONMENTAL RISKS

Ref no	Area of risk	In place (Y/N/n/a)	Impact if not in place (H or L)	Likelihood of creating a problem if not in place (H or L)	Priority for action plan (H or M or L)
1	Efficient use of gas monitored.				
2	Efficient use of electricity monitored.				
3	Efficient use of water monitored.				
4	Policy on building temperatures.				
5	Noise control measures – where relevant.				
6	Policy on recycling of materials.				
7	Correct storage and disposal of waste materials.				
8	Dealing with contamination of grounds or buildings – who to contact.				
9.	Policy on climate change and pollution.				

CONTRACTUAL RISKS

Ref no	Area of risk	In place (Y/N/n/a)	Impact if not in place (H or L)	Likelihood of creating a problem if not in place (H or L)	Priority for action plan (H or M or L)
1	Processes for selecting contractors.				
2	Ensure contractors are on approved lists (if necessary).				
3	Establish financial stability of contractors.				
4	Establish indemnity of contractors.				
5	Ensure insurance position re contractors.				
6	Ensure contractors satisfy construction design and management regulations (CDM) regulations.				
7	Understand how to set specifications and avoid variations in contracts.				
8	Identify contractual liability.				

TECHNOLOGICAL RISKS

Ref no	Area of risk	In place (Y/N/n/a)	Impact if not in place (H or L)	Likelihood of creating a problem if not in place (H or L)	Priority for action plan (H or M or L)
1	Information and communication technology (ICT) strategy developed.				
2	Contingency plan in place for computer failure/contamination.				
3	Back up procedures in place and used.				
4	Access controls documented.				
5	Internet usage policy in place.				
6	Procedures in place for dealing with unacceptable use of computer equipment.				
7	Hardware security policy.				
8	Data security policy.				
9	Procedures in place for dealing with breaches of security policies.				
10	Virus protection policy.				

DISASTER RECOVERY RISKS

Ref no	Area of risk	In place (Y/N/n/a)	Impact if not in place (H or L)	Likelihood of creating a problem if not in place (H or L)	Priority for action plan (H or M or L)
1	Plans in place for loss of services/contents/computer records.				
2	Plans in place for loss of buildings/heating/lighting/power/telephones.				
3	Plans in place for school closures and evacuations.				
4	Plans in place for national emergencies, such as a pandemic.				
5	Lockdown policy.				
6	Provision of secure storage after a disaster for recoverable items and data.				
7	Contingency plan for loss of staff.				

ADDITIONAL RISKS DURING A PANDEMIC OR SIMILAR DISRUPTIVE EVENT

The following headings are suggestions of particular areas which may need temporary additional risk assessments and planning.

- Site arrangements.
- Emergency evacuations.
- Cleaning and waste disposal.
- Classrooms - sufficient spacing.
- Staffing.
- Group sizes and bubbles.
- Social distancing.
- Transport.
- Catering.
- PPE.
- Testing of staff and pupils.
- Response to suspected/confirmed cases in school.
- Remote education plan.
- Safeguarding.
- Curriculum/learning environment.
- Pupils with SEND and EHCPs.
- Attendance.
- Communication.
- Governors/governance.
- School events, including trips.
- Finance.
- Before and after school provision.

After the risk assessment has taken place and the priorities for action have been established the following tables can be used to create the risk management action plan.

RISK MANAGEMENT ACTION PLAN – HIGH RISK – ACT NOW

Area of risk	Risk	Control measures	Lead officer	Target date for control implementation	Actual date for achieving target

RISK MANAGEMENT ACTION PLAN – MEDIUM RISK– MONITOR AND IMPLEMENT IN DUE COURSE

Area of risk	Risk	Control measures	Lead officer	Target date for control implementation	Actual date for achieving target

RISK MANAGEMENT ACTION PLAN – LOW RISK – KEEP UNDER REVIEW FOR CHANGE IN PRIORITY

Area of risk	Risk	Control measures	Lead officer	Target date for control implementation	Actual date for achieving target