



Donisthorpe Primary School Risk Management Policy 2022-2023

Purpose

Risk management is aimed at reducing the 'gross level' of risk identified to a 'net level' of risk, in other words, the risk that remains after appropriate action is taken. This Risk Register has been produced as a practical way of recording how this reduction in level might be achieved by the school. In essence, the risk is identified and rated as low, medium or high. After identifying the procedures for managing this risk, the net risk is rated. Governors need to form a view as to the acceptability of the net risk that remains after this positive risk management.

How will risk be managed?

Following identification of the risks, a decision will be made by the school about how they can be most effectively managed. Governors will establish a risk framework to help them make decisions about the levels of risk that can be accepted on a day to day basis and what matters need to be referred to them for decision.

There are four basic strategies that can be applied to manage an identified risk:

- Transferring the financial consequences to third parties or sharing it, usually through insurance or outsourcing;
- Avoiding the activity giving rise to the risk completely, for example by not taking up a contract or stopping a particular activity or service;
- Management or mitigation of risk;
- Accepting or assessing it as a risk that cannot be avoided if the activity is to continue. An example of this might be where school take out an insurance policy that carries a higher level of voluntary excess or where the governors recognise that a core activity carries a risk but take steps to mitigate it - public use of a the hall for lettings would be such a risk.

Business Continuity Planning

As a part of an effective risk management process, the school should consider what needs to be done if a serious event does take place. This could range from a fire or flood to a serious computer malfunction. The school should consider how its services to its pupils would be affected as a result of a serious incident, including those with a major impact and a low likelihood, and plan to resume normal operations as far as and as soon as possible.



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The school has developed a Business Continuity Plan and follows good practice procedures used in the public and private sector. An effective or business contingency plan has been established on six basic stages as follows:

1. First steps	<ul style="list-style-type: none"> • Commit to planning across the school • Develop a plan by a team representing all functional areas of the school • Plan as a project if appropriate
2. Impact/risk assessment	<ul style="list-style-type: none"> • Identify all major risks • Each risk to be given an impact and likelihood rating • Consider overall risk profile of the school
3. Drawing up the plan	<ul style="list-style-type: none"> • Establish milestones to move school from disaster to normal operations • Start with immediate aftermath • Outline what functions need to be resumed and in what order • Plan should identify key individuals and their roles and duties
4. Testing	<ul style="list-style-type: none"> • Plan process of testing properly • Reproduce authentic conditions as far as possible • Plan tested by the key individuals identified in the plan • Document test procedures and record results • Consider amendments to plan
5. Training	<ul style="list-style-type: none"> • Make all governors, staff and volunteers aware of plan and their own duties and responsibilities • Stress the importance of planning even if the disaster appears to be a remote likelihood • Get feedback from all to ensure that duties and responsibilities are understood • Plan should be updated to be applicable to current activities
6. Updating and maintaining	<ul style="list-style-type: none"> • Give someone responsibility for updating plan and communicating any changes • All changes should be fully tested • Key staff informed of changes in duties and responsibilities

Risk Grid-Impact v Likelihood

	5	10	15	20	25
Risk impact	4	8	12	16	20
	3	6	9	12	15
	2	4	6	8	10
	1(Risk Likelihood)	2	3	4	5
		Risk Likelihood			

Risk Number	Description	Implication	Impact	Likelihood	Original risk	Controls in place	Impact	Likelihood	Current risk score	Further controls in place	Risk owner
1	Poor attainment Educational outcomes	<ul style="list-style-type: none"> Ofsted category Adverse publicity/reputational damage Financial cost of putting things right Numbers on roll reducing Staff demoralisation Pupil demoralisation 	5	4	20	<ul style="list-style-type: none"> Safeguarding procedures in place Monitoring of T&L Work with FWTSA- Health Check PP Meetings termly Performance management of staff Data monitored by SLT Moderation by LA and other groups 	5	2	10	None	EHT SLT FGB
2	Serious H&S issue (eg on premises)	<ul style="list-style-type: none"> Human risk- death or injury Adverse publicity/reputational damage Fines Compensation 	5	3	15	<ul style="list-style-type: none"> Scheduled programme of risk assessments Termly reports of activity to FGB Adequate insurance cover reviewed annually Premises officer is H&S representative Support from LTS Insurance cover 	4	2	8	None	EHT PO H&S Gov FGB
3	Risk of fire	<ul style="list-style-type: none"> Human risk- death or injury Unable to operate Financial implications 	5	5	25	<ul style="list-style-type: none"> Full insurance in place Business Continuity Plan in place Annual Fire Risk Assessment Termly fire drills Fire extinguishers in every corridor, checked regularly PO trained fire Marshall Fire doors inspected annually Emergency lighting installed checked Report to FGB 	2	2	4	None	EHT PO H&S Gov FGB

Risk Number	Description	Implication	Impact	Likelihood	Original risk	Controls in place	Impact	Likelihood	Current risk score	Further controls in place	Risk owner
4	Loss of IT infrastructure	<ul style="list-style-type: none"> Business continuity issues Reputational damage Cost of correcting 	5	5	25	<ul style="list-style-type: none"> Backup system in place Plan to be followed Insurance Staff training to follow correct procedures Information shared form LA 	2	2	4		EHT IT Technician
5	Data security incident	<ul style="list-style-type: none"> Fines- potentially significant Compensation payable Harm- release of pupil data 	4	3	12	<ul style="list-style-type: none"> Policy and procedures in place and adhered to by staff IT security reviewed by IT Technician and EHT regularly 	2	1	2		EHT FGB IT Technician
6	Budgetary over spend	<ul style="list-style-type: none"> Inability to trade (cash flow) Financial loss (failure to pay suppliers) Cut backs job losses, demoralisation 	5	4	20	<ul style="list-style-type: none"> Termly reports to FGB including predicting year and outrun Routine discussion of variance (budget vs actual) 	5	2	10	Finance training	Bursar EHT Office Manager F&P Gov
7	Falling rolls/fluctuation in pupil numbers esp SEN	<ul style="list-style-type: none"> Financial loss leading to reduced budget Reorganisation Financial unviability 	4	5	20	<ul style="list-style-type: none"> Planned reduction of numbers over a 7 year period Budget forecasting to reflect this Monitoring of SEN pupils/budget Planning staff reorganisation 	2	4	8	Planning based on pupil numbers	Bursar EHT F&P Gov
8	Loss of key staff	<ul style="list-style-type: none"> Financial cost associated with loss of knowledge Cost of recruitment Loss of momentum Weakening of effective partnerships between parents/staff/pupils/gods Resilience and quality issues 	3	3	9	<ul style="list-style-type: none"> Progression planning in place Open discussions with staff Performance management Contract with eteach Communication with parents Explore joining a MAT 	2	2	4		EHT F&P Gov

Risk Number	Description	Implication	Impact	Likelihood	Original risk	Controls in place	Impact	Likelihood	Current risk score	Further controls in place	Risk owner
		<ul style="list-style-type: none"> Risk rating score and controls would be dependent on the member of staff involved 									
9	Sudden long term absence of key staff	<ul style="list-style-type: none"> Financial cost associated with loss of knowledge Cost of cover Loss of momentum Weakening of effective partnerships between parents/staff/pupils/govs Resilience and quality issues 	4	2	8	<ul style="list-style-type: none"> Business Continuity plan in place Insurance to cover absence 	2	2	4		Bursar EHT SLT F&P Gov
10	Increase in energy costs	<ul style="list-style-type: none"> Rising financial costs impacts on the school's ability to break even Financial loss leading to reduced budget Inability to trade (cash flow) Cut backs job losses, demoralisation 	4	2	8	<ul style="list-style-type: none"> Budget forecasting to reflect increased costs 	2	2	4		Bursar EHT SLT F&P Gov