Ashleigh

Primary School

Risk Management

Policy

Reviewed July 2025

Staff: September 2025

Governors: September 2025

Review date: July 2026

**AN APPROACH TO MANAGING RISK**

**Policy**

Risk is one of life’s certainties and how successfully organisations deal with it can have a major impact on the achievement of their key goals. Often relatively little is formally done to evaluate and manage risk. This policy aims to raise awareness about the need to address strategic and operational risks and to provide good practical guidance for schools to manage such risks in an effective and formal way.

**1. Aims and Scope**

This policy outlines the framework for identifying, evaluating, and managing risks at Ashleigh Primary School. Effective risk management is crucial to achieving our strategic goals, ensuring the welfare of our pupils and staff, and upholding our school's vision:

**"Together we Learn, Grow and Achieve"**.

This policy aims to embed risk awareness into our culture, ensuring that all governors and staff understand their roles in managing risks. It is not about eliminating risk entirely, but about managing it effectively to make sound decisions and safeguard the school’s assets and reputation.

**2. Legislative Framework**

This policy is written in accordance with key UK legislation and statutory guidance, including:

* **The Health and Safety at Work etc. Act 1974**, which places a duty on employers to ensure the health, safety, and welfare of employees and others affected by their activities.
* **Keeping Children Safe in Education (KCSIE)**, the statutory guidance that all schools must follow, which requires clear processes for safeguarding and protecting pupil welfare.
* The principles of the **General Data Protection Regulation (GDPR)** regarding the safeguarding of personal data.

**3. Roles and Responsibilities**

* **The Governing Body:** Has overall responsibility for risk management. The

**Environment Committee** and the designated **Health and Safety & Safeguarding Governor (Les Campbell)** will review the school's risk register and this policy annually.

* **The Headteacher (Mr. I. Matthews):** Has ultimate responsibility for the implementation of this policy and ensuring that control measures are put into practice. The Headteacher will report to governors on the effectiveness of the school's risk management systems.
* **The Senior Leadership Team (SLT):** Comprising Mr. I. Matthews, Mr. M. Harty (Deputy Headteacher), and Mrs. J. Campbell (School Business Manager), the SLT leads the identification and evaluation of strategic and operational risks.
* **All Staff:** All staff are responsible for managing risks in their day-to-day work, promoting a health and safety-conscious culture, and reporting any concerns or identified risks to the SLT promptly.

**4. Risk Management and its benefits**

Risk is the threat that an event or action will adversely affect the school’s ability to achieve its objectives and to successfully execute its strategies.

Risk Management is the process by which risks are identified, evaluated and controlled, it is a key element of the framework of governance together with community focus, structures and processes, standards of conduct and service delivery arrangements.

The school’s and local education authority system of internal control is part of its Risk Management process and has a key role to play in the management of significant risks to the fulfilment of business objectives. It also contributes to the safeguarding of public funds and the school’s and LA assets. Internal control aids the effectiveness and efficiency of operations, it helps to ensure the reliability of internal and external reporting and assists

compliance with laws and regulations. Each school should seek to maintain a sound system of internal control. The principal aim of any internal control system is to manage the risks that are significant to the achievement of the school’s objectives.

This policy aids the adoption of a Risk Management approach to establishing and maintaining the system of internal controls and reviewing their effectiveness. It makes sound business sense for school’s and LEA to manage risk effectively and to embed internal control and risk awareness into the processes that are used to pursue the objectives and also guide the behaviour of all staff.

**5. The constituents of good Risk Management**

Risk Management is an integral part of good governance and is the process whereby:

• There is a shared awareness and understanding within the school of the nature and extent of the risks it faces;

• The extent and categories of risks regarded as acceptable, the likelihood and potential impacts of the risks materialising and the schools ability to reduce the incidence and impact on the organisation of risks that do materialise.

• There is a regular and ongoing monitoring and reporting of risk including early warning mechanisms.

• An appropriate assessment is made of the cost of operating particular controls relative to the benefit obtained in managing the related risk.

• The school conducts, at least annually, a review of the effectiveness of the systems of internal control in place.

• The headteacher reports to governors on the results of the review and explains the action it is taking to address any significant concerns it has identified.

This process should be ongoing, embedded in the culture of the school and have the potential to re-orient the whole organisation around performance improvement. It is not about eliminating risk but about understanding risk and managing it more effectively.

**6. Process**

**Stage 1: Risk Identification**

Risks are identified through various channels, including:

* Regular health and safety inspections.
* Discussion and consultation at staff and governor meetings.
* Review of internal and external reports (e.g., audit reports, incident logs).
* Analysis of concerns logged on our safeguarding system,

**CPOMS**.

**Stage 2: Risk Categorisation**

We categorise risks into two main types:

* **Strategic Risks:** High-level risks that could impact the achievement of our School Improvement Plan priorities, such as those related to finances, reputation, legislative changes, or staff wellbeing.
* **Operational Risks:** Risks encountered in the daily running of the school, such as those related to pupil health and safety, premises management, curriculum delivery (including school trips), and IT systems.

**Stage 3: Risk Prioritisation**

To prioritise risks, we assess them against two criteria:

**Impact** (the severity of the consequences) and **Likelihood** (the probability of it occurring). This results in a priority rating:

|  | **Low Impact** | **High Impact** |
| --- | --- | --- |
| **High Likelihood** |  | **Medium Priority (C)**  |  | **High Priority (A)**  |
| **Low Likelihood** |  | **Low Priority (D)**  |  | **Medium Priority (B)**  |

* **High Priority (A):** Demands immediate action to implement control measures.
* **Medium Priority (B & C):** Requires consideration for action and potential contingency planning.
* **Low Priority (D):** To be kept under periodic review.

**Stage 4: Risk Control and Monitoring**

For each identified risk, particularly those of high priority, the SLT will ensure appropriate control measures are in place. These may include staff training, revision of procedures, investment in equipment, or changes to the physical environment.

All significant risks are recorded in the **Whole School Risk Assessment** document. This is a working document that is continually updated and will be formally reviewed at least annually by the Governing Body to ensure its effectiveness.

**7. Links to Other Policies**

This policy operates in conjunction with other key school policies, including:

* Safeguarding and Child Protection Policy
* Health and Safety Policy
* Staff Code of Conduct
* Whistleblowing Policy
* Online Safety Policy
* Data Protection Policy