Walter Infant School and Nursery

RISK MANAGEMENT POLICY

'To be the best I can be'

DOCUMENT HISTORY

Version	Action	By	Date
1.0	Approved	Full Governing Body	27th February 2020

Review Point: Spring 2022

Preamble

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 our school management team to manage such risks in an effective and formal way.

Background

Walter Infant School and Nursery have a robust risk management system in place and key members of both the leadership and management team have attended Risk Assessment training either in person or online. Paper copies of all risk assessments are available in the school office; all risk assessments are reviewed each year but new paper copies will no longer be reprinted.

Risk Management and its benefits

Risk is the threat that an event or action will adversely affect Walter Infant School and Nursery'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.

Walter Infant school and Nursery's systems of internal control are part of their Risk Management processes and have a key role to play in the management of significant risks to the fulfilment of school objectives. It also contributes to the safeguarding of public funds and the schools' and Local Authority 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. We 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 schools' objectives.

This policy aids the adoption of a Risk Management approach to establishing and maintaining the system of internal controls and reviewing their effectiveness. The Full Governing Body has a responsibility to oversee that the Leadership Team manage risk effectively and monitor internal control and risk awareness into the processes that are used to pursue the objectives and also guide the behaviour of all staff.

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 Walter Infant School and Nursery of the nature and extent of the risks they face;
- The extent and categories of risks regarded as acceptable, the likelihood and potential impacts of the risks materialising
- Their 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 schools conduct, 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.

Risk Management Implementation Strategy

The features of our implementation strategy are as follows:-

1. The Senior Management and Leadership teams will be responsible for discussing risk and informing relevant stakeholders

2. Identification and prioritisation of areas of change including school objectives, critical success factors and risks that maybe significant.

3. Identification of related significant risks that could undermine:
   - The quality of service provision.
   - The reputation of Walter Infant School and Nursery
   - The reliability of internal and external reporting.
   - The safeguarding of assets from inappropriate use, loss and fraud.
   - Liabilities being identified and managed properly.

4. Identification of key tasks in order to:
   - Embed a culture of risk management strategies
   - Manage the risk culture at all levels of the school.
   - Monitor and report on the system of internal control.

5. Setting out carefully the role of head teacher, senior leadership team, staff and Governors.

6. Allocation of:
   - Resources as necessary, including nominated budget holders.
   - Responsibility for each stage of the plan.
   - Responsibility for the management of each significant risk.

The role of Governors and senior School Staff in Risk Management

Governors should be concerned with significant risks that are those that could potentially have an effect on Walter Infant School and Nursery's ability to achieve our objectives. Implementation of the high level risk management strategy should therefore be a "top- down" basis focussing on matters of key strategic and operational importance. The "top-down" approach will help to avoid the problem of risk overload that can resort from a bottom up approach when more detailed operational risks are identified.

The role of senior leaders in implementing better risk management.

The Headteacher and Senior Leadership and Management Teams have a key role in putting risk management into effect. The school need to consider a number of key steps to implementing risk management:-

- Identify key internal and external changes and agreed clear school wide objectives.
- Identify critical success factors.
- Identify risks.
- Determine which risks are significant.
- Agree control strategies and the risk management policy.
- Agree accountability.
- Consult with all members of staff and raise awareness of risk.
- Monitor those significant aspects of internal control.
- Review risk and control regularly and ensure updates are provided.

RISK REGISTER – RISK MATRIX

IMPACT: (POTENTIAL HARM/DAMAGE)

LEVEL	DESCRIPTOR	DESCRIPTION
1	Minor Injury – no first aid or treatment required Negligible damage	No risk to the school.
2	Minor injury – first aid on site or treatment off site Minor damage	Minimal disruption to operational activities. Low financial risk.
3	Lost time injury i.e. time off work Major damage	Short-term disruption to operational activities. Moderate financial implications.
4	Major Injury Serious damage to school	Temporary service closure. Long-term disruption to a number of functions. Significant financial implications. Loss of public confidence.
5	Death/permanent disability Permanent damage	Extended school closure. Serious financial implications. National publicity. Criminal prosecution.

LIKELIHOOD:

LEVEL	DESCRIPTOR	DESCRIPTION
1	Unlikely	May occur only in exceptional circumstances.
2	Could happen	May occur at some time.
3	Likely	May occur occasionally.
4	Very likely	Will probably occur but not a persistent issue.
5	Certain	Likely to occur on many occasions, a persistent issue.

LIKELIHOOD OF HARM OCCURRING	Risk Assessment Matrix WOKINGHAM BOROUGH COUNCIL				
Certain 5	medium	medium	high	high	high
Very likely 4	low	medium	high	high	high
Likely 3	low	medium	medium	high	high
Could happen 2	low	low	medium	medium	medium
Unlikely 1	low	low	low	low	medium
	Minor Injury – no first aid or treatment required Negligible damage 1	Minor injury – first aid on site or treatment off site Minor damage 2	Lost time injury i.e. time off work Major damage 3	Major Injury Serious damage 4	Death/permanent disability Permanent damage 5
	POTENTIAL OF HARM OCCURING				

Objective	Risk	Controls	Assurance	Impact	Likelihood	Potential Gaps in Controls	Potential Gaps in Assurance	Actions required
To meet or exceed Age Related Expectations (ARE) for all children	(1) Lack of stability in Senior Leadership and Management Teams	Effective retention procedures and Performance Management	Successful recruitment and Continuous Professional development	4	4	None	Safer Recruitment Training	All SLT and SMT members to complete Safer Recruitment Training September 2019
	(2) Unable to recruit qualified staff for Foundation Stage	Able to appoint EYTS to work in F1 and F2 with supervision	All EYTS to apply for QTS on appointment	3	3	None	None	EYTS will be assessed for QTS ASAP
	(3) Poor results in National Assessments in FS2 Y1 and Y2	Effective Pupil Progress monitoring	Triangulated monitoring and pupil progress meetings including tracking	3	3	QTF less experienced teachers	Possible absence of subject leaders	Monitoring will be a focus for school development
To continue to be an outstanding school under the OFSTED Framework 2019	OFSTED: failing to maintain Outstanding	SLT and SMT knowledge and Understanding of the new expectations from the framework 2019	Staff training on the new OFSTED assessment framework	2	3	SLT and SMT absence/lack of training or cascading	Lack of engagement by some teachers	Regular staff meetings and feedback; information shared in more than one way
To ensure the well-	(1) Staff do not feel supported	Well-being of staff a focus	Reduced meeting	2	2	Well-being of staff	Excessive workload	Additional time for data

being of all staff	or cared for by SLT/Governors	for School Development and a consideration at every Senior Meeting	timetable and well-being days, including SLT meetings			overlooked or not considered	expectations, particularly of leaders	and assessment Well-being days Well-being leader checking well-being of staff Mentors for new staff
	(2) Bullying of staff by other staff members	All staff have access to copies of the Anti-Bullying and Equality Policy as well as signing the Code of Conduct	Anti-Bullying Alliance Training for all staff Grievance Policy	2	3	Staff do not follow expectations for conduct and behaviour including using social media	Staff do not understand what bullying behaviour is	School Values: all adults are expected to follow our values. Staff encouraged to report bullying behaviour
	(3) Staff, including senior leaders, absent from school due to stress or mental ill health	Staff encouraged to talk to line managers about workload or expectations from leadership/ governors		4	4	Staff do not raise issues with line managers	Expectations from leadership/ governors is unreasonable	
To maintain the general	(1)The building is unsuitable	Regular Health and	Risk assessments	2	4	Health and Safety check	Failure to check	Regular checks for

premises and grounds of the school	for the children to attend school	safety checks by Site Controller and H & S governor	in place for all identified risks			does not take place e.g. governor absence	equipment and record	boilers, water, boundaries, alarms etc
	(2) premises are not carefully maintained	Systems in place to maintain resources, infra-structure and equipment led by School Business Manager	Reactive maintenance budget	2	2	SBM absent from school for an extended period of time	Records not kept up to date	Rigorous controls in place; led by SBM
School development Plan to include premises succession planning and budget	Governors fail to ensure that the needs on the premises plan are met and up to date	Premises plan is part of the school development plan with a 3 year prediction	Capital budget in place for maintenance of school buildings with priorities assigned	2	2	Unexpected repairs needed	No money to pay for repairs	Rigorous budget monitoring and regular finance meetings with FGB
Expectations for managing asbestos in school adhered to at all times	A member of staff or a contractor disturbs asbestos within the school building	Asbestos management plan in place. Stickers to identify asbestos. Standardised asbestos checks before work commences if it involves	Health and Safety training for all staff All contractors sign t say they are asbestos trained and aware	2	5	Asbestos plan ignored	Contractors not made aware of asbestos in the school	Signing in registers, asbestos aware register. Visitors told that there is asbestos in school Staff aware of where asbestos is.

		sawing or drilling.						
To ensure the school community is protected from fire risk	Staff unaware of evacuation and safety procedures	Termly fire drills Weekly alarm checks Regular fire extinguisher and fire blanket checks	3 Fire Wardens	2	5	Evacuation procedures not clear or not shared	Fire Wardens not vigilant during practices	Muster points clear Evacuation plans and routes shared Termly fire practices
To ensure the safety of all children in school from intruders	Intruders gain access to the school grounds/ buildings	Electric gate to enter school grounds Pass code to enter school building Lanyards with magnetic release for each member of staff High perimeter fence.	Lockdown practice CHAT (Challenge, ask take) posters shared with staff Lockdown Policy	2	5	Broken gates	Staff not vigilant	Regular maintenance Checks on gates and doors Regular lockdown practice – shared information with parents