

Christ Church (Brondesbury) CE Primary School

Risk Management Policy



Responsible Governors' Committee	Full Governing Board
Date approved	February 2025
Date of next review	Spring 2026
Signature	

Christ Church (Brondesbury) CE Primary School

School Vision

Christ Church (Brondesbury) CE Primary School is a vibrant, welcoming and inclusive school at the centre of our diverse local community. We are perceived as a “family” by all who know us.

As a Christian school, we encourage everyone to be their best and to grow in God's creation. We provide a supportive, safe, respectful and reflective environment in which all flourish irrespective of their culture and belief.

We provide the highest standard of learning for all of our community and encourage them to pursue aspirational goals.

The school's vision is deeply rooted within the scripture passage:

2 Corinthians 8:7

“But as you excel in everything—in faith, in speech, in knowledge, and in all eagerness and in the love from us that is in you—make sure that you excel in this act of kindness too.”

Our vision is embedded within the Christian values of:

Compassion, Respect, Friendship, Forgiveness, Perseverance, Wisdom.

Our vision is expressed by all as “**Going for GOLD with faith**”.

This is explained and explored below:

Vision	Demonstrated as
Give learning your best	<ul style="list-style-type: none">• Try your best at everything• Follow the “give me five” rules
Own your choices	<ul style="list-style-type: none">• Be respectful and polite• Be honest and take responsibility for your words and actions
Love yourself, as God loves you	<ul style="list-style-type: none">• Love yourself, for you are special• Love your neighbours with all your heart
Dream big, work hard and pray	<ul style="list-style-type: none">• Aim high• Always be ready to learn• With prayer, everything is possible

This policy reflects and supports our school vision in that through our management of risks at Christ Church we strive to provide a safe and respectful environment in which all flourish.

1. Purpose & Scope

This policy sets out the key principles underpinning the school's approach to risk management; documents roles and responsibilities; outlines key aspects of the risk management process; and identifies reporting procedures. The aim of risk management is to maximise opportunities in all of the school's activities and to minimise risks.

The policy applies to all activities and processes associated with the normal operation of Christ Church (Brondesbury) CE Primary School.

2. Definitions

Risk may be defined as events or actions that can prevent an organisation from achieving its planned objectives, in part or full. It is also the failure to take advantage of opportunities to help the organisation to achieve its objectives.

Risk management is the process by which risks are identified, assessed, prioritised, managed and monitored. It is not about eliminating risk but about understanding it and managing it more effectively. It is about promoting a culture of risk awareness. It is part of the school's system of Internal Control.

3. Key Principles

Christ Church (Brondesbury) CE Primary School considers that effective risk management lies in good organisational practice, supported by effective management and good governance.

Key risk indicators will be identified and evaluated on a regular basis, giving consideration to both the probability of occurrence and the potential impact on the school, and effective controls will be put in place to ensure that these are managed to an acceptable level.

4. Roles and Responsibilities

4.1 Governors

- The Governing Board has overall responsibility for maintaining a sound system of internal control that supports the achievement of policies, aims and objectives, while safeguarding the school's public and other funds and assets.
- There is an open and receptive approach to resolving risk issues.
- The School Business Manager advises the Governing Board on Risk Management. They determine whether the School is 'risk taking' or 'risk adverse' as a whole or on any relevant individual issue.
- The process covers all areas of risk (e.g. governance and management, operational, financial, reputational, and external factors) and is focussed primarily on major risks.
- The principle results of risk identification are reviewed, evaluated and managed
- The process of risk management is ongoing and embedded in management and operational procedure.

4.2 Senior Team

- The Headteacher, with the school leadership team has overall responsibility for ensuring that the risk management policy is implemented and for co-ordinating risk management

activity across the school. The Headteacher will provide assurance to the governing body that:

- risks have been correctly identified and evaluated;
- appropriate controls are in place to manage identified risks;
- control measures and other responses to risks are operating effectively;
- management is properly reporting the status of key risks and controls and the risk register outlines the officer/staff member responsible for preparing a report to the GB 3 times a year.

5. Procedure

5.1. Risk Identification

Risk identification should be an inclusive process, as it is the staff involved with the school's day to day operations who will best understand the risks faced, and their actions and communication will be key to the management of those risks.

The risk identification process should incorporate strategic and operational risks, and should address all risks related to governance and management, operational, financial, reputational, and external factors.

5.2. Risk Assessment

Each risk should be assessed and rated in terms of the probability of occurrence and potential impact on the school, taking into consideration the control measures already in place to manage the risk. The risk should then be categorised as low, medium or high.

The determination of the level of risk (low, medium or high) has been assessed by using the impact and probability using a matrix system (see Page 5 of this Policy). This matrix then allows the school to determine what the Schools risk appetite is.

5.3. Risk Register

Once identified and assess any risks requiring treatment should be recorded in a **Risk Register**.

The actions required to produce an acceptable control system to manage these risks will be identified and documented. Three types of action are available:

- a) Reduce the probability and or impact of the risk.

Control measures may be introduced to make it less likely for the risk to become a reality or to limit the extent of any detriment to the school. It is important that such measures are reasonable, taking account of affordability, value for money and impact on outcomes for children.

- b) Transfer the risk

Insurance is a means of transferring those risks that the school cannot eliminate and does not wish to accept. However while it limits the level of exposure to risk it is not a substitute for active risk management. Insurance premiums can be minimised by effective management interventions to reduce risks.

- c) Terminate the activity that give rise to the risk

This would only be appropriate in extreme cases where, even with all possible controls in place, the risk of continuing the activity outweighs the benefits that would be achieved through it.

Appendix 1 of this Policy is the **Risk Register** for Christ Church (Brondesbury) CE Primary School.

Clear responsibilities should be allocated to all proposed actions.

Any risks that are assessed as having a high impact or a high probability will be considered in more detail and may be included within the school's Business Continuity Plan.

Types of Risks

There are three types of risk that a school will need to consider.

1. Strategic risks: those risks that need to be considered in striving to achieve goals, targets and objectives. These are the ones that require good risk management techniques in order to achieve best value from the cost versus educational benefits equation.
2. Operational risks: those risks that need to be considered in order to avoid accidents and incidents during the various operational activities carried out by the school, including educational visits and field trips. These are the ones that require prior risk assessments, as well as good day-to-day control, in order to keep risks "as low as reasonably practical". However, if operational risks are not addressed properly, they then fall into the next category as well.
3. Statutory risks: those risks that need to be directly addressed because failure to do so is in direct contravention of the law. These should require only timely identification and financial management in order to address them, rather than any specific elements of risk management techniques. Statutory risks include those of failing to carry out proper risk assessments in the first place, as well as failing to carry out asbestos surveys, electrical installation testing, gas appliance inspections, etc. There are, however, no direct educational benefits to be gained or lost.

6. Monitoring and Review

The risk register will be reviewed regularly by the senior leadership team and a report will be presented on a termly basis (i.e. 3 times a year) to the governing board for their review to ensure that risks are identified and appropriate controls and responses are in place and that:

- New or escalating risks are identified and managed
- Planned actions are carried out in line with agreed timescales
- The Risk Register (Appendix 1) is updated as risks change over time
- Early signs of developing risks are identified and appropriate action taken.

The Governing Board will review this policy on an annual basis and assess its implementation and overall effectiveness.

Other Areas for Inclusion

Risk Reporting & Communication

The objectives under this section would be to provide assurance to the Governing Board, SLT and the LA that the school is managing its risks effectively and has a robust system of internal control in place.

The Governing Board will have the responsibility for reviewing the risk register on a termly basis. This is included within the terms of reference for the Governing Board

Annual Review of Risks and Assessment

The Risk Management Policy will be reviewed at least on an annual basis (or earlier if there have been changes in the priorities/personnel that could increase the risk in certain circumstances or processes within the school. For example if there has been a change in the key members of the SLT team/ or the experienced SBM left – then the risk management policy will need to be updated to minimise any increased risks that could prevail).

The findings and recommendations of the risk review will be reported to the Governing Board in the first instance and presented to the GB on either a termly or at least annual basis, depending on the findings that come out of the review and to give the GB the assurance of the schools risk management arrangements to aim to keep the identified risks under control in the most effective way.

Risk Appetite

The term risk appetite describes the School's readiness to accept risks and those risks it would seek to reduce.

Descriptor	Likelihood Guide
1 Rarely	<5% likely to occur in next 12 months Is not judged as credible / very unlikely
2 Unlikely	5% - 20% likely to occur in next 12 months
3 Possibly	20% - 40% likely to occur in next 12 months
4 Likely	40% - 60% likely to occur in next 12 months
5 Probably	60% - 80% likely to occur in next 12 months
6 Almost certainly	>80% likely to occur in next 12 months / More likely than not / almost certainly

The **descriptors** for high, medium and low impact and probability can be expanded as follows:

Impact of risk occurring

Impact	Description
High	The financial impact will be significant (in excess of £50,000) Has a significant impact on the school's strategy or on teaching and learning Has significant stakeholder concern. Can cause significant reputational damage to the school
Medium	The financial impact will be moderate (between £25,000 and £49,000) Has no more than a moderate impact on strategy or on teaching and learning Moderate stakeholder concern Can cause moderate reputational damage to the school
Low	The financial impact is likely to be low (below £25,000) Has a low impact on strategy or on teaching and learning Low stakeholder concern Is unlikely to cause any reputational damage to the school

Probability of risk occurring

Probability	Description	Indicator
High	Likely to occur each year, or more than 25% chance of occurrence within the next 12 months	Potential of it occurring several times within a 2 year period. Has occurred recently
Medium	Likely to occur within a 4 year time period or less than 25% chance of occurring within the next 12 months	Could occur more than once within a 2 year period. Some history of occurrence
Low	Not likely to occur within a 4 year time period or less than 5% chance of occurrence	Has not occurred Is not likely to occur