



# Langley Park Learning Trust

## Risk Management Policy

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Version	Approval Date	Summary of Changes

## 1.1 Purpose of the policy

Risk management is the identification, measurement, management and monitoring, control and reporting undertaken to mitigate against risks/threats to the trust's objective. Such threats can arise from internal vs external, from change/uncertainties coming from different sources financial, IT, environment, policies, poor management etc.

The purpose of this policy is to ensure

- scrutiny of internal controls and to ensure they are adequate, valid and update to date.
- Governance arrangements provide assurance that best practice is adhered to and meet ESFA/DfE expectations as outlined in academies handbook and governance handbook.

### **Why do we need to risk management policy?**

- To protect our staff, students and assets;
- Reducing costs that arise from the underlying risks;
- Awareness of new threats, changing social, environmental and legislative requirements and; mitigating against risks posed by these;
- Fostering good culture and best practices

## 1.2 Risk management strategy

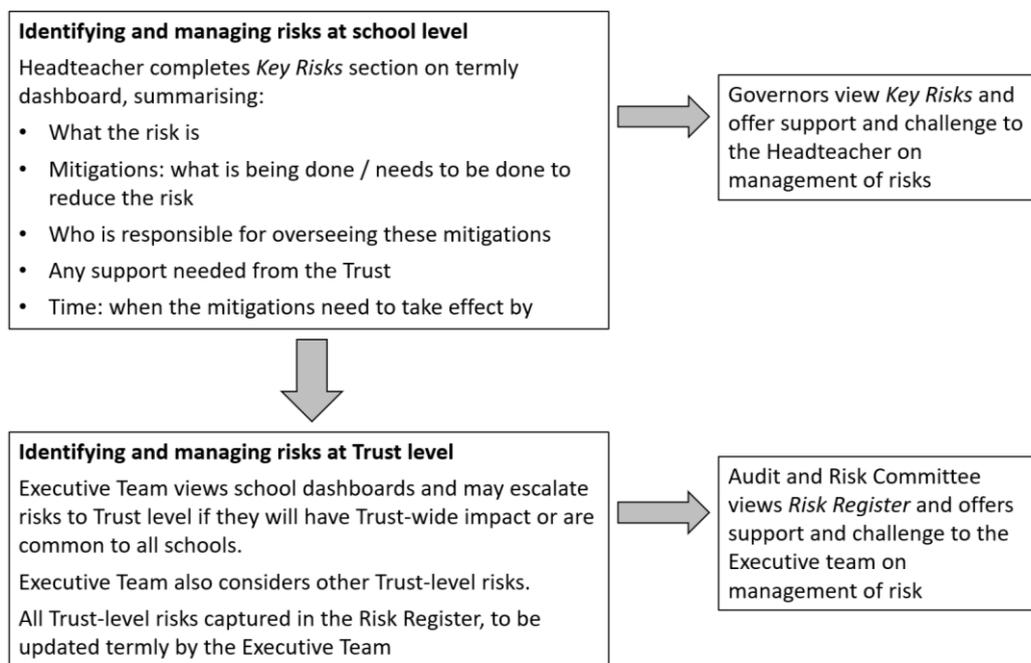
The Trust **Risk Management Strategy** firstly outlines the framework for managing risks faced and pinpoints the roles and responsibilities played by staff, senior management, LGBs and Trustees in risk management. The process of risk management is rolled out from the aims and objectives stipulated by the risk management strategy.

Strategic risk management aims of the trust are to:

- Identify and assess risks that could prevent or make it difficult for our schools/trust from accomplishing one or more of the strategic objectives and delivery target.
- Consider the likely of the risk occurrence and the potential impact.
- Ascertain the risk appetite to determine the level of risk tolerance acceptable and to put in place measures to safeguard against it, to transfer or insure against the risk and identify responsibilities for implementation.

## 1.2 Risk Management process

Schools have their own risk registers and escalate risk via termly dashboards as outlined in the flow chart below:



### 1. Identification

The starting point of our risk management process is identification which should be done as a joint effort and under ESFA guidance best approach is “top down”. We do this by:

- raising awareness and fostering the right mindset when undertaking an activity or decision. Checking the pros and cons associated with an activity, thinking before we act and looking at the impact.
- Rolling out documented trust wide policies for the control of risk and effectively communicating this out to all staff;
- Training and education of our staff as well as guidance/advice where there is uncertainty;

At school level Headteachers and governors identify key risks and associated control measures each term and record them on the school’s Leadership Dashboard. Main considerations for risk assessment are probability and impact, and then identifying appropriate action to reduce risk, impact or both.

At trust level a full Risk Register is maintained, which categorises areas of risk such as strategic, operational and financial, and exceptional items like Covid. This is updated and reviewed quarterly by central team directors.

### 2. Measurement

At trust level, we review and assess the likelihood of any potential risk materialising and the effect of the risk on the aims of the school/trust, and then rank the impact of each possible risk. At school level, the Leadership Dashboards prompts leaders to record Key Risks for the attention of governors and trustees.

### 3. Monitoring and management

At school level, Key Risks are reviewed termly by Headteachers and governors. The central team and Trustees then has oversight of risks identified and will work to:

- Support schools to prevent or diminish risk using internal controls, policies & procedures, by assessing risk capacity (i.e. having effective resource to handle the risk);
- Have contingency measures in place to mitigate the impact in event that projected risks do arise

Factors that are monitored should not be limited to one area but should reflect the holistic overview of all the risks that can be faced at school/trust level.

At Trust level, the risk register assigns a risk treatment. The options considered are:

- Treat – control or reduce
- Transfer – to contract out or insure
- Terminate – to avoid or eliminate
- Tolerate - accept or retain

Risk appetite is set in the termly risk register review that is carried out by the Audit and Risk Committee, which determines how much risk that we are willing to accept in achieving our objectives.

#### **4. Control & report**

Updated risk register is shared with Audit & Risk Committee as well as the HTs so that any risks not in our existing risk register can be captured and any out of date risks can be removed or replaced with newly identified risks. The board and sub-committee should challenge the assumptions, controls listed in risk registers.

Ways of reporting the effectiveness of risk management is to carry out checks. This will be done through internal audits carried out to spot check adherence to policy, to bring to light new risks or risks that have become more serious. Schools also have an internal scrutiny function through the internal audit assurance programmes undertaken each year.

School Governing Bodies will have oversight of risks through the school's Leadership Dashboard and also through the Trust's Risk Register.

Other policies that link to this policy should also be considered and used hand in hand with this policy. See Appendix 1 for other linked policies to consider.



## APPENDIX 1

TABLE	
School Risk Assessment policy	
Whistleblowing policy	
Fraud Policy	
Reserves Policy	
Financial Handbook manual	