



Risk Management Policy

Approved by TCES Operational Board on behalf of
Thomas Keaney, CEO and Schools' Proprietor

Date of next formal review, September 2024

This policy applies to TCES National Online School

CONTENTS

Introduction	3
The constituents of good risk management	3
Categorising risk.....	4
Strategic Risks.....	4
Operational Risks.....	5
Risk management implementation strategy	6
The role of the board and school senior leadership team in risk management	6
Internal Control	7
Reporting on Risk Management and Internal Control.....	7
Stakeholders	7
The role of the senior leadership team in implementing better risk management	8
Prioritising risks – a basic methodology	8
Risk management assessments	9

INTRODUCTION

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.

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 company's 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 fulfillment of business objectives. It also contributes to the safeguarding of the school's and Company's assets and funds. Internal control aids the effectiveness and efficiency of operations; it helps to ensure the reliability of internal and external reporting and assists compliance with law and regulations. The National Online 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 schools and the Company to manage risk effectively and to embed internal control and risk awareness into the processes that are used to pursue the objectives and guide the behavior 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 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 materializing and the school's ability to reduce the incidence and impact on the organisation of risks that do not materialize.
- 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 Head Teacher reports to the Board on the results of the review and explains the

action they are taking to address any significant concerns they have 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 understanding risk and managing it more effectively.

The benefits of good Risk Management are that it supports the achievement of objectives and has a vital role to play in ensuring that the school is well run. The benefits vary depending on the way in which Risk Management is planned and implemented. A minimalist approach is likely to deliver limited benefits and could take the form of a bureaucratic tick box exercise merely for the sake of compliance. Conversely a comprehensive wholehearted but misguided approach that is aimed too broadly could waste valuable time and resources and result in risk overload.

The inevitable failure to deal with all the risks identified by such an approach is likely to result in disillusionment with the Risk Management process itself. The key for any education service is to identify strategic risks whilst also taking operational risks that need to be dealt with on a day-to-day basis, into account. We must decide which benefits we would like because of the Risk Management programme and plan the approach accordingly. The operational benefits of a systematic and consistent approach to Risk Management are considerable. Much Risk Management takes place intuitively, but it is important that in many cases it is documented so that in the future reference can be made to decisions based upon a sound Risk Management strategy.

Categorising risk

There are two basic categories of risk, **strategic** and **operational**. Strategic risks are risks that need to be considered in judgments about medium- and long-term goals of the school. Operational risks are risk that managers and staff will encounter in the daily course of their work.

Strategic Risks

Strategic risks may be as follows:

- Political: those associated with a failure to deliver either local or central government policy or to meet the local administration's manifesto commitments.
- Economic: those affecting the ability of the school to meet its financial commitments. These include internal budgetary pressures, the failure to purchase adequate insurance and the consequences of proposed investment decisions.
- Social: Those relating to the effects of change in demographic, residential or socio-economic trends on the school's ability to deliver its objectives.
- Technological: Those associated with the capacity of the school to deal with the pace or scale of technological change, or to use technology to address change in demand. They may also include the consequences of internal technological failure on the school's ability to deliver its objectives.

- **Legislative:** Those associated with current or potential changes in national or European law. For example, AWR regulations with regards to Agency workers.
- **Environmental:** Those relating to the environmental consequences of progressing the school's strategic objectives. For example, in terms of energy efficiency, pollution, recycling, emissions etc. These can be hurdles that a school could find great difficulty in overcoming.
- **Competitive:** Those affecting the organisation of the school in terms of cost and quality and its ability to deliver Best Value.
- **Customer/Citizen:** Those associated with the failure to meet the current and changing needs and expectation of pupils and parents.

Managing these strategic risks is a core responsibility of the senior management of a school in close liaison with the Commercial Board, Operational Board, Governors and the School Support Partnership and their involvement in setting the risk strategy for TCES. Strategic risk assessments should be undertaken as part of the development or improvement planning processes. Strategic risk assessment draws on techniques such as group assessment, brainstorming and 'swot' analyses.

Operational Risks

Operational Risks may be as follows:

- **Professional:** those associated with the particular nature of education in schools.
- **Financial:** those associated with financial planning and control and the adequacy of insurance cover. This would also cover areas such as budgetary control in school and the relationship between the financial parts of Education and Community Services and the school.
- **Legal:** those risks related to possible breaches of legislation.
- **Physical:** Those related to fire, security, accident prevention and health and safety. For example, hazards or risks associated with buildings, vehicles, plant, and equipment.
- **Contractual:** Those associated with the failure of contractors to deliver services or products to the agreed cost and specification.
- **Technological:** Those relating to a reliance on operational equipment. For example, IT systems or equipment and machinery
- **Environmental:** Those relating to pollution, noise, or the energy efficiency of ongoing operations in schools.

The categories should provide a framework for identifying and categorizing a broad range of risks facing the school. Each category cannot be considered in isolation, for example, changes in the TUPE legislation would affect judgments about the risks associated with the competitiveness of a service in school. The physical risks associated with the security of a school can have professional consequences for teachers fulfilling their day-to-day duties and financial consequences for the LEA as a whole. As a result, managers must consider the risks associated with each of the sub-categories or their inter-relationships for full Risk Assessment to be carried out.

RISK MANAGEMENT IMPLEMENTATION STRATEGY

The features of our implementation strategy are as follows:

1. Discussion about the need for better Risk Management. This needs to be undertaken by a Risk Management Group within the school.
2. Identification and prioritization of areas of change, business objectives change, critical success factors and risks that maybe significant.
3. Identification of related significant risks that could undermine:
 - a. The quality-of-service provisions.
 - b. The reputation of the school.
 - c. The reliability of internal and externals reporting.
 - d. The safeguarding of assets from inappropriate use, loss, and fraud.
 - e. Liabilities being identified and managed properly.
4. Identification of key tasks to:
 - a. Develop risk management strategies and a risk management policy document.
 - b. Consult through the schools.
 - c. Develop the risk culture at all levels of the school.
 - d. Provide the senior leaders of the school with early warning mechanisms.
 - e. Monitor and report on the system of internal control.
5. Setting out carefully the role of Head, senior staff, staff, governors, SSP and Boards.
6. Allocation of:
 - a. Resources as necessary, including nominated budget holders.
 - b. Responsibility for each stage of the plan.
 - c. Responsibility for the management of each significant risk.
7. Timetable.

The role of the board and school senior leadership team in risk management

The Board should be concerned with significant risks that are those that could have an effect on the school's ability to achieve its objectives. Implementation of the high-level risk management strategy should therefore be on a 'top-down' basis focusing on matters of key strategic 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 results of this more detailed analysis, typically associated with risk self-assessment sessions can be used to inform the wider top-down schools wide risk analysis. The Board should receive regular risk reports. They will enable the Board to understand and challenge the significant risks and how they will be identified, evaluated and managed, whether the reports indicate any new significant risks, whether the risks previously identified as being significant remain so and the effectiveness of the internal control system in managing significant risks.

Internal Control

The Risk Management policy and framework templates should be reviewed annually by a member of the Board and amendments made as required. Any changes to the document should be logged on the quality management system and old copies destroyed or archived electronically. Framework templates and action plans should be completed by the Head Teacher with assistance and guidance from Central Services where applicable. All staff having input into the risk management action plan must be competent in risk assessing, further training on this is available via discussion with the HR department. Audits relating to the risk management system from ensuring policy implementation, to reviewing risk assessments and following up on actions in the Risk Management action Plan are carried out termly as part of the Quality Assurance process by the School Proprietor and Commercial Director to ensure attention is given to both pupil needs and behaviours and health and safety.

Reporting on Risk Management and Internal Control

As a direct result of the annual assessment, the Board should publish a statement attached to the annual report summarising the main processes that have been put in place for risk management and internal control. They should include the findings of the annual review and of their effectiveness. This statement should be attached to the annual Head Teachers report and be sent to all the key external stakeholders.

Stakeholders

TCES National Online School has several key stakeholders who are directly affected by Risk Management and should be kept informed of any risks, risk assessments, and how risks within the school and the company are managed. These are staff in the main and the pupils, parents, and carers. The staff are the main group as they are based at the site and often are required to pass on information to pupils as well as parents and carers.

There is a middle layer of stakeholders which includes The Local Authority and TCES Central Services. Whilst this layer of stakeholders may not need to be informed of all risks and the risk assessments that are carried out at a ground level as they happen, they need to know how they are managed. This can be done by forwarding copies of risk assessments when requested, through audits and visits carried out by the stakeholder and by the dissemination of the annual report to the stakeholder.

A final layer of stakeholders, are sub-contractors, these may fall into the first category if they are working directly in the school with pupils as they also need to be aware of any risks, the risk assessments that have been carried out and how they are being managed, but in some cases sub-contractors may only be brought in on an ad-hoc basis for facility management purposes and so only need to be informed of any risks and risk assessments as required.

The role of the senior leadership team in implementing better risk management

Heads and the Senior Leadership Team members have a key role in putting risk management into effect. The school needs to consider several 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.
- Through training, aid change in behaviour and focus on the fundamentals of good risk management and internal control.
- Monitor those significant aspects of internal control.
- Provide succinct reports.
- Review risk and control regularly and ensure updates are provided.

Prioritising risks – a basic methodology

To establish what needs to be tackled, and in which order, risks need to be prioritised.

These stem from two directional effects, one being impact and the other likelihood. Impact goes from minor disturbance to catastrophic disturbance; and likelihood from very unlikely to very likely. Where we get an interaction of impact and likelihood, we see four possible categories of risk these are outlined below A, B, C and D.

- A – High impact high likelihood. This demands immediate action. Without immediate action this risk will cause damage to the organisation.
- B – High Impact but low likelihood. In this case consider action and have a contingency plan in case it does occur.
- C – Low impact but high likelihood. Again, consider action, it is likely to happen, but the impact is low.
- D – Low impact, low likelihood. This should be kept under periodic review.

This allows the management to decide the level of priority of each risk assessed. If the risk assessment is category A, then it has a High (H) priority. If the risk is either B or C, then it has a Medium (M) priority. If the risk assessment is D, then it has a Low (L) priority.

All identified risks can be categorised in this way. Leading on from this will give us an opportunity to tackle those risks which are most urgent and give us an opportunity to prepare an implementation plan. The risk management action group will attempt to identify

areas of risk that may affect the school's services. It is for management to then categorise those risks and establish what measures should be put in place to minimize them. The risk management group can then formulate a plan for the overall management of risk, outlining this to the Board and staff. This process should ensure that the school's risk management strategy will be effective in shaping successful risk management.

With each area of risk considered below there is an assessment of:

- IMPACT: High/Low
- LIKELIHOOD: High/Low

Generally High Impact and High Likelihood leads to a HIGH PRIORITY. Similarly, Low Impact and Low Likelihood leads to a LOW PRIORITY whilst a combination of High and Low Impact or Likelihood leads to a MEDIUM PRIORITY.

Each of the risk areas should be assessed and then High Priority areas form the basis of the Action Plan on managing the risks faced. Medium priority areas need to be given consideration for future planning purposes and Low Priority areas should be reconsidered and some future stage. All of the risk assessment areas outlined below are merely examples of the types of risk faced by schools. There will be extra risks that need managing because of local circumstances. In these instances, developing the Risk Management Action Plan will be extended to cover such risks.

In the current litigious society, in which schools and everyone else exists, it is important that we all minimize the risks posed to individuals – Heads, SLT, The Board, Staff – school and the Company. Unless we manage the risks posed to the best of our ability (and there are some conflicting risks which make this extremely difficult) the challenges created will prevent us all from doing the 'day job'. It is with this in mind that the assessments below are put forward to be carried out and from them the Risk Management Action Plan can be written which identifies priorities and addresses them.

Risk management assessments

In each category (if appropriate) assess the level of Impact and Likelihood of the risk if it is not being carried out. If the measure required is in place, then that can be indicated in the tab.

Area of Risk: Professional
a) Achieving Strategic Aims

Date of Assessment:
Date for Review:

	Risk	In Place (Yes, No, N/A)	Impact if not in place (H or L)	Likelihood of creating problem if not in place (H or L)	Priority for Action Plan – High Medium or Low
1	School development Plan				
2	Aims of SDP are being achieved				
3	Ofsted inspection preparation				
4	Ofsted Action plan in place at the required time				
5	Ofsted action plan aims being achieved				
6	Performance Targets (School) being achieved				
7	Performance Targets (Company) being achieved				
8	Value Added measure being employed				
9	School-wide understanding of SDP aims and objectives				
10	Board involved in preparing SDP				
11	Staff/Board involvement in setting school performance targets				
12	Staff/Board involvement in producing value added measures				
13	Prospectus in place or in preparation for coming year				
14	Prospectus conforms to national requirements				
15	Annual Head Teacher report to parents contains all requirements				
16	Budget Strategy agreed with Board				
17	Budget Monitoring				

**Area of Risk: Professional
b) Management Structures**

**Date of Assessment:
Date for Review:**

	Risk	In Place (Yes, No, N/A)	Impact if not in place (H or L)	Likelihood of creating problem if not in place (H or L)	Priority for Action Plan – High Medium or Low
1	Roles and responsibilities of Head Teacher Defined				
2	Roles and responsibilities of Deputy defined				
3	Roles and responsibilities of SLT defined				
4	Roles and responsibilities of Teaching staff defined				
5	Roles and responsibilities of non-teaching staff defined				
6	Roles and responsibilities of the Board defined				
7	Board body structures defined				
8	MDG structure set up				
9	Induction programme for staff				
10	Induction programme for Board				
11	Staff handbook available				
12	Administrative support for management				
13	Process for completing required returns to LEAs and DfE				
14	Process for reporting to parents at least once a year				
15	Plan for parents' consultations				
16	Time plan for staff				
17	School day structure agreed with parents, Board and staff				
18	Pastoral support structure				
19	Salary policy in operation				
20	Performance Management Policy				

Area of Risk: Professional
c) Educational Objectives

Date of Assessment:
Date for Review:

	Risk	In Place (Yes, No, N/A)	Impact if not in place (H or L)	Likelihood of creating problem if not in place (H or L)	Priority for Action Plan – High Medium or Low
1	Application of National Curriculum				
2	Correct syllabuses in use				
3	Schemes of work and lesson plans used				
4	Initiation of assessment of pupils who may have learning difficulties				
5	Ensure personal, moral, cultural, spiritual health and citizenship education in place				
6	Careers education and guidance policy				
7	Work experience policy				
8	SEN Policy includes needs of young carers				
9	Policy for looked after children/ Young people in public care				
10	Substance Misuse Policy includes drugs education				
11	Provision for ethnic minority, travelers, refugees				
12	Marking Policy				
13	Assessment Policy				
14	Assessment, Learning and Teaching and SEN policy include sections on IEP				

**Area of Risk: Professional
d) Conduct**

**Date of Assessment:
Date for Review:**

	Risk	In Place (Yes, No, N/A)	Impact if not in place (H or L)	Likelihood of creating problem if not in place (H or L)	Priority for Action Plan – High Medium or Low
1	Monitoring pupil punctuality				
2	Monitoring pupil attendance				
3	Attendance Policy includes pupil punctuality				
4	Attendance Policy includes pupil attendance				
5	Policy on uniform/dress/hairstyle/jewellery				
6	Detention/sanctions policy				
7	Home-school agreement				
8	Behaviour Management Policy includes a section on restraining pupils				
9	Monitoring staff punctuality				
10	Monitoring staff attendance				
11	Disciplinary procedure for staff				
12	Staff Grievance procedure adopted				
13	Pupil exclusion procedure				
14	Exclusion appeal procedure				
15	Behaviour Support plans				
16	Liaison with Police and other agencies				
17	Misuse of substances – Policy				

**Area of Risk: Professional
e) Liabilities beyond classroom**

**Date of Assessment:
Date for Review:**

	Risk	In Place (Yes, No, N/A)	Impact if not in place (H or L)	Likelihood of creating problem if not in place (H or L)	Priority for Action Plan – High Medium or Low
1	Supervision of pupils before and after session				
2	Supervision at breaks				
3	Supervision at lunchtime				
4	Safety of playground				
5	Safety of playing fields				
6	Risk Assessment on supervision and instruction for outdoor education				
7	Policy in supervision for off-site activities				
8	Policy on school-trips, insurance cover, use of taxis				
9	Overseas Travel				
10	Equality of access to, and supervision during, out of school hours activities				

Area of Risk: Professional
f) Staff and pupil procedures

Date of Assessment:
Date for Review:

	Risk	In Place (Yes, No, N/A)	Impact if not in place (H or L)	Likelihood of creating problem if not in place (H or L)	Priority for Action Plan – High Medium or Low
1	Provision of adequate staffing level				
2	Procedures for staff recruitment and selection				
3	Procedures for staff disciplining and dismissal				
4	Ensuring staff rights				
5	Procedures on employment rights				
6	Ensuring checks (including Police) are carried out on new employees				
7	Provision of Continuing Professional Development				
8	Provision of Induction training				
9	Planning for staff reduction or retirement				
10	Provision of induction for pupils				
11	Ensuring Pupil Rights				
12	Ensuring Passports for Success are available				
13	Ensuring pupil information is passed from one phase to another (Year 6 & 9 transition planning)				
14	Supervision of pupils before and after session				

Area of Risk: Physical**a) Injury to Staff and Pupil****Date of Assessment:****Date for Review:**

	Risk	In Place (Yes, No, N/A)	Impact if not in place (H or L)	Likelihood of creating problem if not in place (H or L)	Priority for Action Plan – High Medium or Low
1	Health and Safety Policy adopted				
2	Health and Safety assessments modified as appropriate				
3	Health and Safety assessments disseminated across school				
4	Training needs on Health and Safety identified				
5	First Aid equipment materials available				
6	Trained up to date First Aid qualified person available				
7	Fire Risk assessments carried out and shared with staff				
8	Workplace regulations in force				
9	Display screen regulations being followed				
10	Adherence to COSHH regulations				
11	Policies in place for use of machinery/electrical equipment				
12	Smoking Policy				
13	Violence in the workplace policy				
14	Stress management				
15	Manual handling protocols				
16	Adherence to asbestos management				
17	Child protection procedures				
18	Policy on bullying				
19	Policy on Head Lice				
20	Policy on violent behavior				
21	Policy on mobile phones				
22	Policies for use of higher risk areas: Technology rooms, Science labs, gyms, pools				

Area of Risk: Professional
b) Property Risk

Date of Assessment:
Date for Review:

	Risk	In Place (Yes, No, N/A)	Impact if not in place (H or L)	Likelihood of creating problem if not in place (H or L)	Priority for Action Plan – High Medium or Low
1	Procedures to reduce incidents of theft: Internal measure external measures				
2	Policy to minimize vandalism Internal measure external measures				
3	Policy to minimize trespass				
4	Measure to minimize risk of fire				
5	Measures to minimize water damage				
6	Measures to minimize disruption from: <ul style="list-style-type: none"> machinery break down from lack of maintenance external sources (locals & workmen) 				
7	Use of transport policy				
8	Vehicle movement protocols on school premises				
9	Awareness of potential for harm on home/school transport				

Area of Risk: Financial**Date of Assessment:****Date for Review:**

	Risk	In Place (Yes, No, N/A)	Impact if not in place (H or L)	Likelihood of creating problem if not in place (H or L)	Priority for Action Plan – High Medium or Low
1	Budget plan for coming year and business plan for 1/2/3 years agreed by Board				
2	Setting of budgets, agreed by Board & SLT				
3	Allocation of roles and responsibilities with respect to finance				
4	Expenditure controls – monitoring regularly				
5	Payment controls – monitoring regularly				
6	Budget monitoring – regular checks				
7	Budget reports to Board at regular intervals				
8	Monitoring income				
9	Monitoring payroll expenditure				
10	Monitoring and taking opportunities for external funding				
11	Cash security management				
12	Voluntary funds – security Voluntary funds – audit policy				
13	Cash – safety of staff in dealing with cash				
14	Provision of insurance for: Employers' liability, public liability, Motor vehicles, Professional indemnity, Corporate Legal liability, Directors and Officers liability, Business interruption, Money, Employment practice liability, Personal accident, Treatment risk (therapeutic), Internal damage, Staff/pupil personal affects, Equipment breakdown cover, All risk (UK only)				

Area of Risk: Legal**Date of Assessment:**
Date for Review:

	Risk	In Place (Yes, No, N/A)	Impact if not in place (H or L)	Likelihood of creating problem if not in place (H or L)	Priority for Action Plan – High Medium or Low
1	Adhere to the health and safety regulations				
2	Register and comply with Data Protection Act				
3	Adhere to Human Rights Act (as far as able)				
4	Comply with Education Acts				
5	Take advice if uncertain about liability with: <ul style="list-style-type: none">• Occupiers Liability Act• Defective Premises Act• Environmental Protection Act• Building Regulations				
6	Adhere to employment law				
7	Ensure senior staff and Chair of Board know where to seek advice if any of the following liabilities look likely to be held against the school or individuals: <ul style="list-style-type: none">• Failure to educate• Personal injury• Motor accident on business• Giving wrongful advice• Maladministration• Leaking confidential information• Industrial tribunal claim• Equal opportunities claim• Disability rights claim				

Area of Risk: Environmental**Date of Assessment:****Date for Review:**

	Risk	In Place (Yes, No, N/A)	Impact if not in place (H or L)	Likelihood of creating problem if not in place (H or L)	Priority for Action Plan – High Medium or Low
1	Contamination of grounds or buildings – how deal with an incident – who to contact				
2	Inefficient use of gas – excessive unnecessary usage leading to increased costs				
3	Inefficient use of electricity – excessive unnecessary usage leading to increased costs				
4	Inefficient use of water – excessive unnecessary usage leading to increased costs				
5	Policy on temperatures in buildings				
6	Noise control measures – where applicable				
7	Policy on recycling of materials				
8	Correct storage and disposal of waste				

Area of Risk: Contractual**Date of Assessment:****Date for Review:**

	Risk	In Place (Yes, No, N/A)	Impact if not in place (H or L)	Likelihood of creating problem if not in place (H or L)	Priority for Action Plan – High Medium or Low
1	Process for selecting contractors				
2	Process for checking financial stability of contractors				
3	Establish indemnification from contractors				
4	Ensure insurance position re contractors				
5	Understanding of how to set specification and avoid variations to contracts				
6	Identify contractual liability				
7	Ensure contractors satisfy CDM regulations and are on approved lists				

Area of Risk: Technological**Date of Assessment:****Date for Review:**

	Risk	In Place (Yes, No, N/A)	Impact if not in place (H or L)	Likelihood of creating problem if not in place (H or L)	Priority for Action Plan – High Medium or Low
1	IT strategy developed				
2	Contingency plan for computer failure				
3	Comply with Data Protection Act				
4	Comply with back-up procedures				
5	Access controls documented				
6	ICT Policy includes a section on Internet usage				
7	ICT Policy includes a section on Hardware security				
8	ICT Policy includes a section on Data security				
9	ICT Policy includes a section on Virus protection				
10	ICT Policy includes a section on Copyright compliance				
11	Procedures for dealing with breaches of security				
12	Procedures for dealing with, and definitions of, unacceptable use of computer equipment				

Area of Risk: Disaster Recovery**Date of Assessment:****Date for Review:**

	Risk	In Place (Yes, No, N/A)	Impact if not in place (H or L)	Likelihood of creating problem if not in place (H or L)	Priority for Action Plan – High Medium or Low
1	Plan for loss of services/contents/computer records				
2	Plan for loss of building(s), heating/lighting/power/telephone				
3	Plan for school closure/evacuation				
4	Provision of secure storage or records				
5	Contingency plan for loss of staff				
6	Plan for evacuation due to fire/bomb threat				

RISK MANAGEMENT ACTION PLAN – HIGH RISKS

The following areas are those that are highlighted as HIGH risks in the above assessment sheets:

Area of risk	Concern	Action	Lead Person	Required Date	Completion Date

RISK MANAGEMENT ACTION PLAN – MEDIUM RISKS

MEDIUM RISKS are being monitored to see if control measures are necessary. Some MEDIUM RISKS are deemed to need attention now and so they are included in the plan, listed below.

Area of risk	Concern	Action	Lead Person	Required Date	Completion Date

RISK MANAGEMENT ACTION PLAN – LOW RISKS

LOW RISKS are being kept under review in case their importance to organisation or individuals change.

Area of risk	Risk	Control Measure(s)	Lead Person	Required Date	Completion Date