



QUANTOCK

EDUCATION TRUST

Risk Management Strategy

DATE: 6th November 2025

POSTHOLDER RESPONSIBLE: CEO

TRUSTEES/GOVERNORS COMMITTEE: Finance, Operations & Audit

STATUS: Ratified

DATE RATIFIED: November 2025

DATE OF NEXT REVIEW: October 2026

Summary of Changes

Version	Section	Description of Changes
October 2024	All	Baseline version
October 2025	All	Updated in line with 2025 Academies Trust Handbook Reference to 'academies' changed to 'schools' throughout References to ESFA removed and replaced with DfE Legislation and statutory requirements updated

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1. Overview

This document seeks to present a robust and appropriate approach to risk management reflecting the categories identified in the Academy Trust Handbook and in the HM Treasury publication – [‘The Orange Book: Management of Risk – Principles and Concepts’](#). It underpins the statement on internal control and risk management that is within our Financial Procedures and must be included in the Trustees’ annual report.

The Academy Trust Handbook states:

- The Trust must manage risks to ensure its effective operation and must maintain a risk register;
- Overall responsibility for risk management, including ultimate oversight of the risk register, must be retained by the board of trustees, drawing on advice provided to it by the audit and risk committee (known as Finance, Operations and Audit (F,O&A) committee);
- Other committees may also input into the management of risk at the discretion of the board;
- Aside from any review by individual committees, the board itself must review the risk register at least annually;
- Risk management covers the full operations and activities of the trust, not only financial risks;
- The trust’s management of risks must include contingency and business continuity planning.

This document does not, in any way, reduce the corporate governance requirements placed upon us as a Trust, it provides an approach to the risk management process that is appropriate to our size.

This document is not about imposing an additional process as the risks facing the organisation are already well considered and managed in the course of normal daily activities. However, it is useful in ensuring that we have considered all risks and activities adequately. The aim is to achieve an acceptable level of comfort using the available resource and for the Trust Board to be able to report sound arrangements in annual accounts.

Given the pressure on resources, as well as our Trustees and LGCs taking ownership of risk management, we also make use of available internal audit resources as per our statutory obligations to help us check financial controls and monitor risk. The FO&A Committee is also involved in this process so that the Trust and schools benefit from their experience of other organisations’ risk management processes, as well as their experience of the body itself.

The key starting point for the process is the strategic objectives of the Trust, as it is the risks to the achievement of these objectives on which the body should focus attention. Risk management will be embedded into the ongoing planning and strategy process. We will seek to judge the significance of the risks we face and how much attention needs to be given to them.

2. Our approach

Directing Internal scrutiny - the Audit and Risk Committee

Requirement for a committee:

The Academy Trust Handbook states that ‘the academy trust must establish an audit and risk committee, appointed by the Board’. The Quantock Education Trust refers to this committee as the Finance, Operations & Audit (F,O&A) Committee.

It goes on to state:

The audit and risk committee must:

- oversee and approve the trust’s programme of internal scrutiny
- ensure that risks are being addressed appropriately
- report to the board on the adequacy of the trust’s internal control framework, including financial and non-financial controls and management of risks.
- have written terms of reference describing its remit
- agree a programme of work annually to deliver internal scrutiny that provides coverage across the year
- review the ratings and responses on the risk register to inform the programme of work, ensuring checks are modified as appropriate each year
- agree who will perform the work
- consider reports at each meeting from those carrying out the programme of work
- consider progress in addressing recommendations
- have access to the external auditor, as well as those carrying out internal scrutiny, review their plans and reports and also consider their quality.
- oversight must ensure information submitted to the DfE that affects funding, including pupil number returns and funding claims (for both revenue and capital grants) completed by the trust and (for trusts with multiple schools) by constituent schools, is accurate and in compliance with funding criteria.
- ensure that it considers the findings in the DfEs’s guidance on reducing fraud regularity and cybercrime as part of its risk management approach.

As a multi academy trust, the committee’s oversight must extend to the financial and non-financial controls and risks at its constituent schools: Ashlands, Haselbury Plucknett, Haygrove, Merriott, Sexey’s, Spaxton, St Bartholomew’s and Stogursey Schools.

The responsibility for risk management is shared across the Trust, but with clearly specified delegated powers set out in the QET Scheme of Delegation.

5. Risk Management				
Trustees	Chief Executive Officer (CEO) /Accounting Officer	Local Governance Committees (LGCs)	Headteacher	Committee Responsible
Appoint a Finance, Audit and Operations Committee to: <ul style="list-style-type: none"> • Approve appropriate Trust risk management policies and School procedures are in place • Approve and maintain the Trust Risk Register termly (FO&A) • Approve and Maintain a Trust Business Continuity Plan • Consider strategic threats and opportunities in relation to the Schools and MAT* • Ensure that financial controls and effective operational controls are in place • Review, approve and amend trust wide policies on H&S, financial management, data protection etc • Ensure that appropriate insurance cover is in place 	<ul style="list-style-type: none"> • Recommends Trust risk management policies and School procedures • Recommends Trust Risk Register • Recommends Trust Business Continuity Plan • Considers strategic threats and opportunities in relation to the Schools and MAT • Approves School Risk Register • COO to monitor and support the implementation of the H&S policy • COO to oversee site inspection and monitoring of H&S issues, premises and equipment • Manage and report on risk mitigation strategies 	<ul style="list-style-type: none"> • Consulted on, monitor and review of School Risk Register • Hold oversight of school-level risks • Hold oversight of H&S concerns that are brought to LGC attention by the HT • Hold oversight of business continuity planning 	<ul style="list-style-type: none"> • Implements appropriate Trust risk management policies and ensure School Risk management procedures arrangements are in place • Implements Trust Business Continuity Plan • Proposes, implements and maintains School Risk Register • Implements the Trust H&S policy fulfilling the responsibilities set out for School Leadership Teams • Implements actions (with support of COO) arising from H&S inspections 	Finance, Audit & Operations

The process is summarised below:

Controls	Activity
Stage 1: Preparation	The CEO and COO regularly review the risk register, consider the strategic threats and opportunities in relation to the Trust and make recommendations to Trustees about the contents of the Risk Register, including: <ul style="list-style-type: none"> - determining the appropriate response to each risk; - assessing existing controls and determine appropriate mitigations/action; - allocating responsibility for action; - agreeing future reporting and review procedures.
Stage 2: Risk Meetings	Risk Management is a standing agenda item at FO&A Committees and outcomes from these regular reviews are shared with Trustees. In these meetings, Trustees reflect upon recommendations made by the CEO and COO on the risk register and discuss review, endorse, challenge as needed.
Stage 3: Maintaining and reviewing the Risk Register	Schools provide the CEO with a school level risk register, which in turn informs the Trust level register. Risk assessment (Appendix 5) is embedded into the school management and planning processes and is a regular focus of LGC meetings, Central Exec meetings, FO&A meetings and Trustee meetings and staging points are embedded into the QET central calendar.

3. Roles and Responsibilities:

The Trust Board:

The Trust Board is responsible for making a statement on risk management within the annual report and financial statements of the Trust. In order to be able to make the required statement with reasonable confidence Board Members should:

- Ensure that the identification, assessment and mitigation of risk is linked to the achievement of the Trust's vision and strategic goals as set out in its development plan;
- Ensure that the process covers all areas of risk, e.g. governance & management, operational, financial, reputational and external factors and is focused primarily on major risks;
- Ensure that the process produces a risk exposure profile that reflects collective views as to levels of acceptable risk;
- Review on a regular basis (minimum of quarterly) and consider the principal results of risk identification, evaluation and management; and
- Ensure that the risk management is ongoing and embedded in management and operation procedure (including the delivery of appropriate assurances, skills, knowledge and training).

Finance, Operations and Audit Committee:

The Trust Board delegates operation responsibility for the development and management of this policy to the Finance, Operations and Audit Committee (FO&A) including developing and setting of 'Risk Appetite' at both Trust and School level. The Trust Board is responsible for overseeing the development and implementation of the risk management strategy and the categorisation of school risk type, as well as regular scrutiny and review of the Risk Register.

Governing Body of each school within the Trust (LGC):

The LGC is responsible for managing, monitoring and reporting risks within each individual school. In order to deliver this with reasonable confidence the LGC should:

- Ensure that the identification, assessment and mitigation of risk is linked to the achievement of the Trust's vision and strategic goals as set out in its development plan;
- Ensure that the process covers all areas of risk, e.g. governance & management, operational, financial, reputational and external factors and is focused primarily on major risks;
- Review (minimum of a termly basis) school risks and consider the principal results of risk identification, evaluation and management; and
- Ensure that the risk management is ongoing and embedded in management and operation procedure.

QET Central Team:

The CEO, through the Central Operations Team, has responsibility for ensuring that the risk management policy is implemented and for coordinating risk management activity across the Trust, including liaison with the Headteacher of the Trust's constituent schools. The CEO will provide a regular report on risk management to the Trust Board. The CEO is responsible for ensuring that they take personal responsibility for championing risk assessment across the Trust and its constituent schools and for reinforcing risk-aware attitudes and responses. Their role is to provide objective assurance to the Trust Board that:

- Risks are being correctly identified and evaluated;

- Key risks are being managed appropriately including the effectiveness of the controls and other responses to them;
- The risk management framework and internal control framework is operating effectively; and
- Management is properly reporting (minimum of a quarterly basis) the status of key risks and controls.

Headteachers within the Trust:

The Headteacher, through their respective senior leadership teams, and LGCs has responsibility for ensuring that the risk management policy is implemented and for coordinating risk management activity across the school including liaison with the CEO. The Headteacher will provide a regular report on risk management to their respective LGCs. The Headteacher and their respective leadership teams are responsible for ensuring that they take personal responsibility for championing risk assessment across their schools and for reinforcing risk-aware attitudes and responses. Their role is to provide objective assurance to their LGC and the CEO that:

- Risks are being correctly identified and evaluated;
- Key risks are being managed appropriately including the effectiveness of the controls and other responses to them; and
- Management is properly reporting (minimum of a termly basis) the status of key risks and controls.

4. Assessing Risk and Risk Appetite

Risk appetite is the amount of risk to which the organisation is prepared to be exposed before it judges action to be necessary. Even risk as opportunity is surrounded by threats which potentially limit ability to exploit the opportunity, and for which an appetite in relation to the opportunity benefit has to be assessed.

Risk appetite is also about comparing the cost (financial or otherwise) of constraining the risk with the cost of exposure should the risk become a reality and finding an acceptable balance. The fact that the resources available to control risks are likely to be limited means that value for money decisions have to be made – what resource cost is it appropriate to incur to achieve a certain level of control in respect of the risk? Apart from the most extreme circumstances it is unusual for good value for money to be obtained from any particular risk being completely obviated with total certainty.

Some risk is unavoidable, and not within the ability of the organisation to completely manage it down to a tolerable level. Contingency and business planning are included in the trust's management of risk.

Risk appetite may be very specific in relation to a particular risk, or it may be more generic in the sense that the total risks which an organisation is prepared to accept at any one time will have a limit.

Features of Identifying the Risk Appetite

In consequence every organisation has to identify its risk appetite. Decisions about response to risk have to be taken in conjunction with an identification of the amount of risk that can be tolerated. Any particular organisation is unlikely to have a single risk appetite.

The tolerable extent of risk will vary according to the perceived importance of particular risks. For example, tolerable financial loss may vary in accordance with a range of features including the size of the relevant budget, the source of the loss, or associated other risks such as adverse publicity. Where a particular risk can give rise to a number of effects, an effect of quite large financial loss may be acceptable

whilst an associated effect of damage to health and safety may not be tolerable at all. Both the risk framework and the control responses therefore have to be considered in detail to identify the appropriate balance of potential realisation of risk against the costs of limiting that risk.

The most significant issue is that it is unlikely, except for the most extreme risks, that any particular risk will need to be completely and absolutely obviated. Identification of risk appetite is a subjective (rather than an objective or scientific) issue but nevertheless is an important stage in formulating the overall risk strategy.

Escalation procedure

High risks must be escalated to the CEO/CFO/COO immediately and reported on at the next scheduled Trust Board meeting. Schools must not operate with a high-level risk without documented approval from the CEO or Board of Trustees.

5. Risk Responses

Responses to risk can be divided into four response categories:

- **Transfer:** For some risks the best response may be to transfer them. This might be done by conventional insurance, or it might be done by paying a third party to take the risk in another way. This option is particularly good for mitigating financial risks of risks to assets.
- **Tolerate:** The exposure may be tolerable without any further action being taken. Even if it is not tolerable, ability to do anything about some risks may be limited, or the cost of taking any action may be disproportionate to the potential benefit gained. In these cases the response may be toleration. This option may be supplemented by contingency planning for handling the impacts that will arise if the risk is realised.
- **Treat:** By far the greater number of risks will belong to this category. The purpose of treatment is not necessarily to obviate the risk, but more likely to take control action to contain the risk to an acceptable level. Such controls can be corrective, detective, directive or preventive (see glossary)
- **Terminate:** Some risks will only be treatable, or containable to acceptable levels, by terminating the activity. It should be noted that the option of termination of activities may be severely limited in the public sector when compared to the private sector; a number of activities are conducted in the public sector because the associated risks are so great that there is no other way in which the output or outcome, which is required for the public benefit, can be achieved.
- **Take the Opportunity:** this option is not an alternative to those above; rather it is an option which should be considered whenever tolerating, transferring or treating a risk. There are two aspects to this. The first is whether or not at the same time as mitigating threats, an opportunity arises to exploit a positive impact. The second is whether or not circumstances arise which, whilst not generating threats, offer positive opportunities – for example a drop in the cost of goods or services might free up resources for redeployment.

See Appendix 1 for the Risk Rating Template which should be used as part of Assessing Risk and determining Risk Appetite.

Appendix 1 - Risk Register Template

A risk is something that might happen to threaten the project. Mitigations are actions taken to reduce the chance of the risk coming to pass (probability, P) or how bad it will be if it does (impact, I). If a risk does come to pass, it becomes an issue and generally needs a contingency action to address it. Contingencies can be planned in advance but only undertaken when the issue occurs. Contingencies have been inserted below for all those risks where the post-mitigation rating is medium or high; in some cases, contingency is not feasible or affordable (financially or politically). The key risks are listed first in each section and highlighted in grey.

Key for 'Probability' & 'Impact' – High, Medium, Low

Key for 'Response' – Transfer, Treat, Tolerate, Terminate

Risk Category	Risk Sub Category	Description of Risk	Pre-Mitigation Risk Analysis			Mitigation	Post-Mitigation Risk Analysis			Mitigation Owner
			Probability	Impact	Response		Probability	Impact	Response	
STRATEGIC AND REPUTATIONAL	1.1									
	1.2									
	1.3									
	1.4									
	1.5									
OPERATIONAL	2.1									
	2.2									

Risk Category	Risk Sub Category		Description of Risk	Pre-Mitigation Risk Analysis			Mitigation	Post-Mitigation Risk Analysis			Mitigation Owner
				Probability	Impact	Response		Probability	Impact	Response	
	2.3										
	2.4										
	2.5										
BUSINESS CONTINUITY AND FINANCIAL	3.1										
	3.2										
	3.3										
	3.4										
	3.5										

Appendix 2 – Risk Matrix and Impact Rating Guide

Risk Matrix

LIKELIHOOD					
Very High = 5	5	10	15	20	25
High = 4	4	8	12	16	20
Medium = 3	3	6	9	12	15
Low = 2	2	4	6	8	10
Very Low = 1	1	2	3	4	5
	Very Low = 1	Low = 2	Medium = 3	High = 4	Very High = 5
	IMPACT				

Impact Rating Guide

Impact	Description
Very high	The financial impact will be in excess of £75,000 and/or it has a serious impact on the trust's strategy and vision
High	The financial impact will be high (between £50,00 and £75,00) and/or it has a significant impact on the trust's strategy and vision
Medium	The financial impact will be moderate (between £25,000 and £49,000) and/or it has no more than a moderate impact on strategy or on teaching and learning
Low	The financial impact is likely to be low (between £5,000 and £24,000) and it has a low impact on strategy or on teaching and learning. It is unlikely to cause any reputational damage to the trust
Very low	Little or no financial impact

Appendix 3 – Categories of Risk

External Risk – arising from the external environment, not wholly within the organisation’s control, but where action can be taken to mitigate the risk		
1	Political	Possible political constraints such as change of government or leaving the EU
2	Economic	Economic factors such as interest rates, exchange rates, inflation
3	Socio Cultural	Demographic change affecting demand for services; change of stakeholder expectations
4	Technological	Obsolescence of current systems; procurement and best use of technology to achieve objectives
5	Legal / Regulatory	Laws and regulations which impose requirements (e.g. health & safety and employment legislation)
6	Environmental	The need for buildings to comply with changing standards (e.g. energy efficiency); the need for disposal of rubbish and surplus equipment to comply with changing standards
Operational Risk – relating to delivery of current activities, and building capacity and capability		
7	Operations	Overall capacity and capability to achieve objectives; procedures employed
8	Service / Project Delivery	Failure to deliver the agreed service
9	Resources - Financial	Availability and allocation of funding; poor budget management, school finances
	- Physical	Security against loss, damage and theft of physical assets, and fraud including identification of areas which can be insured
	- Human	Availability, retention, skills and capacity of staff
	- Information	Adequacy of information for decision making; security of information against loss, damage, theft and fraud
10	Relationships	Threats to relationships with delivery partners; customer satisfaction; accountability (particular to Parliament)
11	Reputation	Confidence and trust which stakeholders have in the organisation
12	Governance	Propriety and regularity; compliance with relevant requirements; ethical considerations
13	Scanning	Failure to identify threats and opportunities
14	Resilience	Capacity of accommodation, systems and ICT to withstand adverse impacts and crises; contingency planning and disaster recovery (e.g. fire, flood, failure of power supply, failure of transport systems)
Change Risk – created by decisions to pursue new endeavours beyond current capability		
15	Public Sector Targets	New targets challenge the organisation’s capacity to deliver
16	Change Programmes	Programmes for organisational or cultural change threaten current capacity to deliver as well as providing opportunity to enhance capacity
17	New Projects	Making optimal decisions/prioritising between new activities that are competing for resources
18	New Policies	Policy decisions creating expectations where the organisation has uncertainty about delivery

Appendix 4 - Glossary of Risk Terms (taken from the Academy Trust Handbook)

Assurance	Gaining (independent) confirmation that the organisation's governance, risk management and internal control framework is appropriate, adequate and achieving the effects for which it has been designed.
Corrective Control	A control designed to correct undesirable outcomes
Detective Control	A control designed to detect undesirable outcomes which have arisen
Directive Control	A control designed to ensure a particular outcome
Embedding Risk Management	Ensuring that the risk management strategy is reflected in the objectives and function of every level of the organisation
Exposure	The consequences, as a combination of impact and likelihood, which may be experienced by the organisation if a specific risk is realised.
Horizon Scanning	Systematic activity to identify changes in risk as early as possible
Inherent Risk	The exposure arising from a specific risk before any action has been taken to manage it
Internal Control	Any action taken within the organisation to manage risk, including the impact if the risk is realised and the frequency of it
Impact	The evaluated effect or result of a particular outcome actually happening
Likelihood	The evaluated probability of a particular outcome actually happening (including a consideration of the frequency with which the outcome may arise)
Preventive Control	A control designed to prevent an undesirable happening
Residual Risk	The exposure arising from a specific risk after action has been taken to manage it.
Risk	Uncertainty of outcome, whether positive opportunities or negative threats, arising from a combination of impact and probability, including perceived importance
Risk Appetite	The amount of risk that an organisation is prepared to accept, tolerate, or be exposed to at any point in time
Risk Assessment	The evaluation of risk with regard to the impact if the risk is realised and the likelihood of the risk being realised
Risk Management	All the processes involved in identifying, assessing and judging risks, assigning ownership, taking actions to mitigate or anticipate them, and monitoring and reviewing progress

Appendix 5 – Risk Assessment

1. Aims

The Trust aims to ensure that:

- All risks that may cause injury or harm to staff, pupils and visitors are identified, and all control measures that are reasonably practicable are in place to avoid injury or harm
- Risk assessments are conducted and reviewed on a regular basis.

2. Legislation and statutory requirements/Context

This policy is based on the following legislation and Department for Education (DfE) guidance:

- Academy Trust Handbook mandates that Trusts must manage risks to ensure its effective operation.
- Paragraph 16 of part 3 of [The Education \(Independent School Standards\) Regulations 2014](#) which requires proprietors to have a written risk assessment.
- Regulations 3 and 16 of [The Management of Health and Safety at Work Regulations 1999](#) require employers to assess risks to the health and safety of their employees
- Regulation 4 of [The Control of Asbestos Regulations 2012](#) requires that employers carry out an asbestos risk assessment
- Employers must assess the risk to workers from substances hazardous to health under regulation 6 of [The Control of Substances Hazardous to Health Regulations 2002](#)
- Under regulation 2 of [The Health and Safety \(Display Screen Equipment\) Regulations 1992](#) (as amended 2002), employers must assess the health and safety risks that display screen equipment pose to staff
- Regulation 9 of [The Regulatory Reform \(Fire Safety\) Order 2005](#) says that fire risks must be assessed
- Regulation 4 of [The Manual Handling Operations Regulations 1992](#) (as amended 2002) requires employers to conduct a risk assessment for manual handling operations
- [The Work at Height Regulations 2005](#) say that employers must conduct a risk assessment to help them identify the measures needed to ensure that work at height is carried out safely
- [DfE guidance on first aid for schools](#) says schools must carry out a risk assessment to determine what first aid provision is needed
- [DfE guidance on the prevent duty](#) states that schools are expected to assess the risk of pupils being drawn into terrorism
- [The Health and Safety Executive \(HSE\)](#) details a table of all the risk assessments schools are required to have in place can be found in appendix 1 of this policy.
- L8 [Approved Code of Conduct for the Control of Legionella](#) Bacteria in Water Systems. (A Legionella Risk Assessment is mentioned in section 6, guidance only. (The HSW Act 1974 is the statutory requirement)
- [Provision and Use of Work Equipment Regulations 1998](#) (PUWER) which requires employers to assess the health and safety risks associated with work equipment.
- The Ionising Radiations Regulations 2017 which requires employers to assess the risk of exposure to Radon Gas. The Ionising Radiation Regulations only apply if radon is present above the defined action limit of 300 Bq/m³ as an annual average and action is required to restrict exposures. The requirement to assess the risks of radon gas is also covered under the HSW Act 1974

- [Lifting Operations and Lifting Equipment Regulations 1998](#) (LOLER) which requires employers to manage and control risks to avoid injury and damage. (Applicable to any passenger or goods lifts, disabled person hoists, forklifts, scissor lifts, MEWPs etc.)
- [Construction Design and Management Regulations 2015](#) (CDM) which requires the management of health and safety risks associated with construction projects. It also mandates the formal appointment of certain roles. “Principal Contractors” and “Principal Designers” must be appointed in writing by the “Client”, or they become liable for the things that the PC and PD should have done such as management of H & S

This policy complies with the Trust’s funding agreement and Articles of Association.

3. Statement of Intent

Quantock Education Trust provides governance and oversight to those schools which form part of the Trust.

This policy applies to all schools within the Quantock Education Trust.

As a responsible employer, Quantock Education Trust will honour its legal obligations, in particular the requirements of the Health and Safety at Work Act 1974 and associated regulations and codes of practice.

Quantock Education Trust recognises and accepts its responsibilities and duties as the employer to conduct its operations in a manner which protects the health, safety and welfare of employees, children and visitors so far as is reasonably practicable.

In compliance with the Management of Health and Safety at Work Regulations, risk assessments will be undertaken and arrangements will be made, where significant risks are identified, the necessary preventative and protective measures will be put into place so far as is reasonably practicable using a sensible risk management approach.

Quantock Education Trust is committed to the prevention of accidents and ill health.

Quantock Education Trust will work towards continual health and safety improvement.

To achieve these objectives we will:

- Conduct all our activities safely and in compliance with legislation and where possible and in accordance with best practice
- Provide safe working conditions and safe equipment
- Ensure that a systematic approach to identify risks is developed and implemented and sufficient resources are allocated to control them
- Provide suitable information, instruction, training and supervision
- Promote a positive health and safety culture that is demonstrated by open communication and a shared commitment to the importance of health, safety and welfare
- Promote the principles of sensible risk management
- Monitor, review and modify this policy and any arrangements as required.

All of Quantock Education Trust employees have a responsibility to take reasonable care of themselves and others and to co-operate with their employer to ensure statutory duties and obligations are fulfilled.

4. Definitions

Risk assessment	A tool for examining the hazards linked to a particular activity or situation, and establishing whether enough precautions have been taken in order to prevent harm from them based on their likelihood and their potential to cause harm
Hazard	Something with the potential to cause harm to people, such as chemicals or working from height
Risk	The chance (high or low) that people could be harmed by hazards, together with an indication of how serious the harm could be
Control measure	Action taken to prevent people being harmed

5. Roles and Responsibilities

The Trust Board

Trustees have ultimate responsibility for health and safety matters in the Trust, but will delegate day to-day responsibility to the Chief Executive Officer

The Trust has a duty to take reasonable steps to ensure that staff and pupils are not exposed to risks to their health and safety. This applies to activities on or off the Trust premises.

The Trust, as the employer, also has a duty to:

- Assess the risks to staff and others affected by Trust activities in order to identify and introduce the health and safety measures necessary to manage the risks
- Inform employees about risks and the measures in place to manage them

The Director of Finance & Operations

The Director of Finance & Operations is responsible for ensuring that all risk assessments are completed and reviewed.

Trust staff and volunteers

Trust staff are responsible for:

- Assisting with, and participating in, risk assessment processes, as required
- Familiarising themselves with risk assessments
- Implementing control measures identified in risk assessments
- Alerting the head teacher to any risks they find which need assessing

Pupils and parents

Pupils and parents are responsible for following the Trust's advice in relation to risks, on-site and offsite, and for reporting any hazards to a member of staff.

Contractors

Contractors are expected to provide evidence that they have adequately risk assessed all their planned work.

6. Risk assessment process (implementation)

Where absolutely necessary, e.g. for Asbestos, Fire and Legionella, assessments will be carried out by specialist contractors. For in-house assessment, when assessing risks in our schools we will follow the process outlined below, primarily by utilizing the EEC Health and Safety Management risk assessment tool <https://www.eeclive.co.uk/public/plogon.asp?AID=261>

In appropriate areas e.g. Science and D&T, the same process will be followed by applying CLEAPSS model risk assessment principles.

We will also involve staff, where appropriate, to ensure that all possible hazards have been identified and to discuss control measures, following a risk assessment.

When assessing risks in the Trust, we will follow the process outlined below.

We will also involve staff, where appropriate, to ensure that all possible hazards have been identified and to discuss control measures, following a risk assessment. Risk assessments are input into the EEC/iAM Compliant online Health & Safety Management system

Step 1: identify hazards – we will consider activities, processes and substances within the Trust and establish what associated-hazards could injure or harm the health of staff, pupils and visitors.

Step 2: decide who may be harmed and how – for each hazard, we will establish who might be harmed, listing groups rather than individuals. We will bear in mind that some people will have special requirements, for instance pupils with special educational needs (SEN) and expectant mothers. We will then establish how these groups might be harmed.

Step 3: evaluate the risks and decide on control measures (reviewing existing ones as well) – we will establish the level of risk posed by each hazard and review existing control measures. We will balance the level of risk against the measures needed to control them and do everything that is reasonably practicable to protect people from harm.

Step 4: record significant findings – the findings from steps 1-3 will be written up and recorded in order to produce the risk assessment in accordance with operational requirements.

Step 5: review the assessment and update, as needed – we will review our risk assessments, as needed, and the following questions will be asked when doing so:

- Have there been any significant changes?
- Are there improvements that still need to be made?
- Have staff or pupils spotted a problem?
- Have we learnt anything from accidents or near misses?

7. Monitoring Arrangement

Risk assessments are written as needed and reviewed by managers across the Trust.

Review periods will normally be annually unless changes to risk assessments are needed as outlined at 6.10 above.

This policy will be reviewed by the Trust Board every three years.

8. Reporting

Local Governing Body/Quantock Education Trust and the Senior Leadership team will all receive and consider report of outcomes of any incidents, accidents and near misses to ensure that risk assessments are reviewed.

9. Review Date

This appendix will be reviewed every three years.

10. Links with other policies

This Risk Assessment Policy links to the following policies:

- Health and safety
- First aid
- Supporting pupils with medical conditions