Centurion
MULTI-ACADEMY TRUST

Risk Register
Hadrian Park Primary School

Purpose

- To provide the CEO and Directors with sufficient strategic oversight to enable them to identify emerging risks and issues quickly and make short, medium and long term interventions/decisions
- To ensure a direct line of sight from schools and Academy Committees to the executive team and Directors
- To provide terms of reference for SIP visits and Peer review processes
- To provide a focus for ongoing QA discussions with individual schools and those with responsibility for school improvement within the Trust
- To help link the roles of Trustees and Academy Committees
- To help identify Trust-wide cross-cutting risks, themes, strengths and vulnerabilities

Processes include:

- Peer review
- Termly face-to-face with follow-up visits
- SIP/SDP visit
- Safeguarding Peer Reviews and compliance self-audits
- Budget profiles
- Review of school risk register by CEO, Headteacher and Academy Committees

Review dates

1. Half Termly by CEO/HT

Risk notes

1. Each element in the Risk Register will be formally reviewed by the Trustees every term
2. Actions towards identified risk may include:
   - 2.1. TRANSFER: This may be done by conventional insurance or by paying a third party to take the risk in another way
   - 2.2. TOLERATE: Exposure to risk may be tolerable without any further action. Alternatively, it may not be possible to do anything about the risk without a disproportionate cost.
   - 2.3. TREAT: This may not remove the risk - it is more likely that the aim will be to contain it to an acceptable level
   - 2.4. TERMINATE: This response is used when the only way to contain the risk to acceptable levels is to discontinue the activity that gives rise to the risk (not possible if there is a legal duty).

Associated documents include Centurion MAT Trust policies on School Improvement Strategy, Scheme of Delegation, Peer review process and safeguarding audits.

Key Guidance
This section provides a quick overview of some of the key concepts in risk assessment. Refer to the Notes section for further information.

Risk Category: broad areas that contain one or more individual risks

Risk Identification: is a brief description of the specific risk

Risk ID: a unique code allocated to a specific risk for ease of reference

Risk Response: should the risk be tolerated, treated, transferred or terminated?

Control measures: actions taken to manage the risk in line with the risk response (above)

Risk assessment: measured by combining (multiplying) the likelihood of it happening with its impact (severity). For example, there may be a 'possible' likelihood that someone that is not competent could fall from a ladder (3 rating – see right) combined with a 'moderate' impact of multiple injuries (2 rating), which creates a score of 6 (low risk). However, **the risk should be reduced to 'as low as reasonably practicable' (ALARP) through the implementation of control measures**, such as ensuring that only trained people climb the ladder.

Risk Owner: the individual identified to manage and oversee the risk

Probability (P) i.e. likelihood	**multiplied by**	**Impact (I) i.e. consequences**	**Equals**
1: Rare/impossible 2: Very unlikely 3: Unlikely 4: Likely 5: Very likely		1: Nil 2: Minor 3: Moderate 4: Significant 5: Major *Note: impact number may not change even with control measures*	

Overall Risk Score Calculation

		Probability (P)				
		1	**2**	**3**	**4**	**5**
Impact (I)	**5**	**5**	**10**	**15**	**20**	**25**
	4	**4**	**8**	**12**	**16**	**20**
	3	**3**	**6**	**9**	**12**	**15**

Contingency plans: outlines the response should the risk materialise								2	2	4	6	8	10
								1	1	2	3	4	5

5 Step Process	**Step 1** Identify the category and risk	**Step 2** Decide who or what might be harmed and how	**Step 3** Evaluate the risks and decide on precautions (control measures)	**Step 4** Record your significant findings and include instructions as necessary. Implement control measures	**Step 5** Review your risk assessment and update as necessary

Centurion MAT	Hadrian Park Primary School	**Author:**	
Generic or Specific Risk Assessment:	Generic school risk assessment:	**Assessment Date:**	
Relevant Publications / Pamphlets / Procedures:	DfE guidance	**Next Review Date**(Step 5)**:**	July 2025

(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)
Risk category and description (brief description of the risk outlining who or what could be harmed)	**Risk response** **●TOLER** **●TREAT** **●TRANS** **●TERM**	**Existing control measures**	**Risk assessment with existing controls**			**Is residual risk acceptable in the context of risk appetite for the activity?** **Yes / No** *If Yes, move to column (l)* *If No, identify additional controls*	**Reasonable additional controls that can be implemented to reduce risk to 'as low as reasonably practicable' (ALARP)**	**Risk reassessment with additional control measures**			**Contingency plans required?** **Trigger for it to be actioned?**
			P **(1-5)**	**I** **(1-5)**	**Overall Risk Score (P x I)**			**P** **(1-5)**	**I** **(1-5)**	**Final Risk Score (P x I)**	
HEALTH & SAFETY											
HS1 **Site safety/ building compliance** • See Edisons report	TREAT/ TRANS	• All H and S checks carried out routinely and priorities actioned accordingly (monitored by H&S team on a half-termly basis) • Citation SLA • School has cover through RPA • Site Risk Assessments provided by Rob Smith • Daily/Weekly/Monthly/Half-termly/Termly/Yeary Caretakers duties and responsibilities log	2	4	8	**Yes**					
SCHOOL LEADERSHIP & MANAGEMENT											
LM1 **Capacity/ succession Planning**	TREAT	• Skilled and experienced leadership team in place • Robust performance management process • Opportunities for growth within school and across Trust • Headteacher has clear succession planning which is shared with the governing body ongoing	2	4	8	**Yes**	Regular discussions with CEO regarding any staffing issues Collaboration with Trust Headteachers to share opportunities (secondment etc.) Creation of school improvement offer which will highlight areas of best practice				

appropriate skills and knowledge - is the school well placed to deal with short term absences and key staff leaving	TREAT	• Staff insurance in place • Weekly SLT meetings to ensure that all leaders are aware of current pressures and priorities • HT ongoing National Executive secondment for NAHT - strong and relevant SLT in place. • HT Vice President secondment for NAHT - DHT has shadowed and trained under Head for 8 years so uptodate and relevant in all strategic and operational matters. HT supported DHT within her NPQH - DHT completed and successfully completed. School to claim for any days out for HT from NAHT • HT President secondment for NAHT - DHT to step up as acting HT within absence and current HT to remain fully involved with strategic vision and direction of the school.	3	4	12	**Yes**	Opportunities for middle leaders to shadow senior leaders to upskill Where needed, utilise staff across Trust Clear guidance for cover arrangements and crisis management policy DHT to continue to work alongside HT and remain included and involved. CEO and MAT HT's to provide support and guidance DHT to accompany HT in Summer of 2025 in all MAT HT meetings Regular discussions with CEO regarding any staffing issues Collaboration with Trust Headteachers to share opportunities (secondment etc.) Creation of school improvement offer which will highlight areas of best practice	5	3	15	HT seconded on a part time basis, readily available as and when required. DHT (acting HT) weekly updates with seconded HT to ensure that strategic vision and direction of the school is in line with agreed targets and expectations.
EDUCATIONAL											
ED1 **Pupil outcomes** - Pupil outcomes are lower than expected	TREAT	• SLT have ongoing robust systems in place to monitor data trends across the school • Close monitoring of T and L through rigorous performance management systems • Use of shared assessment package across MAT ensures accurate monitoring of progress and moderation • Part of development partner's focus is to monitor in year progress across the school (discussion with HT and senior leaders)	2	4	8	**Yes**					

ED2 **SEND** - schools are able to meet the demands and provide high-quality educations for those with additional needs	TREAT	• Timely assessments and COSA applications for EHCPs • SEND network established to support SENDCo's • SENCco's to build in elements of good practice and consistency in SEN registers • School SEND audit completed and outcomes shared across SEND Network of trust	3	3	9	**Yes**	• Consider appointment of additional SEND specialist staff within the Trust, for example ○ Speech & Language specialist ○ SEMH support worker	3	3	9	
STAFFING												
ST1 **Recruitment** - schools are not able to recruit and retain high quality staff	TREAT	• Robust performance management processes in place • Opportunities for CPD/Career progression • Clear wellness and wellbeing policies and procedures in place • School has positive reputation across the community/local authority • Recruitment and Retention policy adhered to at all times • Schools follow all legal pay requirements as set out in teacher and support staff documentation (green and burgundy books)	2	4	8	**Yes**	Opportunity to redeploy staff across Trust where appropriate	2	4	8	
ST2 **Workload** Workload is unmanageable resulting in lower staff morale and falling standards	TREAT	• Staff survey completed with element of workload • When reviewing any policy, consideration given to staff workload • Staff voice – e.g. staff representation meetings; Performance Management	2	3	6	**Yes**	• Consistently review through gaining staff voice to ensure that any new initiative is viable with current working conditions and expectations	2	3	6	Staff supervision Valuable workers scheme
FINANCE/BUDGET												
FN1 **Income** School budget projection is deficit	TREAT	• LA budget reconciliation is up to date and accurate • Ongoing, regular school budget monitoring session with CFO • SBM has clear understanding of monthly budget outturns which are shared with Headteacher • Any area of risk is immediately communicated to CFO and CEO • Census is accurate and completed to deadlines	2	4	8	**Yes**	• Where projected pupil numbers are decreasing, proactive review of staffing • Marketing of school to ensure market position is active and well known	3	4	12	
FN2 **Pupil numbers** - Fall in roll due to Falling birth rate / Lack of future development of housing development / competition with local schools	TREAT	• Clear pupil number projection for future years • Collaboration with local schools ensuring that similar offer is available • Marketing of the Trust and school (social media) • School actively involved in local community to ensure a positive reputation	2	4	8	**Yes**	1 • Engage with CODA to ensure all opportunities for marketing are taken up • Research of oversubscribed schools	2	4	8	

FN3
Expenditure
- unforeseen costs
	TREAT	• Retain sufficient funds to
		  ○ manage high energy costs
		  ○ higher than expected staff pay rises
		• Support surplus positions in school
			2	4	8	**Yes**	• Utilise the CFO to review economies of scale in procurement across the Trust
							• CFO to engage with Headteacher to review any higher than average spending trends that could be reviewed
								2	4	8	

Authorising Officer /	**Name**	**Post**	**Date**	**Signature**
Existing and additional controls agreed	Angi Gibson	Head Teacher	Oct 24 Jan 25	*A.Gibson*
Where risk is elevated confirm additional controls implemented				

Step 5
Review the generic or specific risk assessment and update if necessary.

Risk Management		
Risk Rating	**Authority level**	**How Risk should be managed**
1 – 3 (Very Low)	**School Business Manager**	**Review periodically** To ensure conditions have not changed and working within ALARP and risk appetite
4 – 9 (Low)	**Headteacher/ Deputy Headteacher**	
10 – 12 (Medium)	**Headteacher**	**Implement good risk mitigations** So that the impact remains ALARP and tolerable. Reassess frequently (define) to ensure conditions remain the same.
15 – 16 (Medium to High)	**Headteacher/ Chief Operating Officer**	**Requires active management** Likely need for additional resources to treat the risk and limit impact
20 (High)	**Headteacher/ Chief Operating Officer**	**Contingency plans** These should be developed in advance and considered together with mitigations to achieve ALARP that is tolerable
25 (Very High)	**Headteacher/ Chief Executive Officer**	**Operational capability may be compromised** Urgent and robust action is required, e.g. evacuation of site, closure of school