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.

These risks need to be assessed for Probability and Impact using the following scale: Green: low risk, Amber: medium risk and Red: High Risk.

Probability

Level	Description	Detailed Description
5	Almost Certain	Expected to occur in most circumstances. Greater the 95% probability of occurring.
4	Probable	Will probably occur in most circumstances. 60% - 95% probability of occurring.
3	Possible	Might occur at some time. 20% - 60% probability of occurring.
2	Unlikely	Unlikely to occur. Between 10% and 20% probability of occurring.
1	Rare	May occur in exceptional circumstances. Less than 10% probability of occurring.

Colour Key Code
Low Risk (1 & 2)
Medium Risk (3 & 4)
High Risk (5)

Impact

Level	**Description**	**Financial**	**Time**	**Reputational**
5	Highly Significant	Huge financial loss, >10% of project cost.	Major disruption to the school and/or services or major failure to deliver vital services.	Serious major reputational damage inflicted, external intervention certain.
4	Major	Major financial loss, 5-10% of project cost.	Major disruption to the school and/or services or medium failure to deliver vital services.	Major reputational damage inflicted, external intervention likely.
3	Moderate	Medium financial loss, 2-5% of project cost.	Disruption to the school and/or services or short failure to deliver vital services.	Reputational damage inflicted, external intervention possible.
2	Minor	Minor financial loss, 1-2% of project cost.	Little disruption to the school and/or services.	Could affect reputation.
1	Insignificant	Little or no financial loss, >1% of project cost.	Inconvenience to the school and/or services.	Potential reputation issue.

CURRICULUM COMMITTEE RISK

Last reviewed by Committee: May 2022)

Risk No.	Category	Sub category	Specific	Probability of occurring (5=high, 1=low)	Impact if occurs (5=high, 1=low)	Response (transfer, tolerate, treat, or terminate)	Control procedures and target date	Person(s) responsible for action
C1	**Compliance –** **8 Sector compliance risk**	**Core curriculum compliance**	Risk that legislative requirements are not known or complied with	1	4	Treat	The School provides an official annual return of curriculum and examination data to the central authorities to ensure legal compliance with statutory core entitlements for students (Census return).	Exam Officer/ Student Data Admin Officer/ IT Manager
C2	**Strategic & Reputational Risk –** **2 Public Profile**	**Reputational Risk**	Risk that examination board marking error movements/trends are not identified.	1	2	Treat	The School's Department Self-Evaluation (DSEF1) process (September) allows for GCSE and A level outcomes to be analysed in detail, with action points identified to inform Department development planning.	Exam Officer/ Deputy Headteacher (T&L)/ SLT / Headteacher

COVID-19 ADDENDUM (March 2021)

- **Context** - The Covid-19 pandemic caused unprecedented disruption to campus-based schooling and public examinations. Transitioning to remote schooling 1.0 and then 2.0, and Centre Assessed Grades (CAGs) 1.0 and 2.0 was conducted with due regard to all official and formal guidance from DfE, Ofsted, Ofqual and the examination boards.

- **Objective** - To minimise the disruption to teaching & learning by using the MS Teams online platform to deliver live lessons. To deliver fair outcomes to examination students, based on a range of evidence, through robust quality assurance, moderation and standardisation.

- **Process** – A Remote Schooling Policy devised and published, with a clear commitment to our teaching & learning responsibilities. Adjustments made to balance delivery of the curriculum with student, and staff, wellbeing considerations. The CAGs process was distinguished by a commitment to integrity and framed by a fair, rigorous and professional methodology and process, in line with Government stipulations.

- **Risks & Mitigation Measures** – Not paying due attention to official guidance, mitigated by collaboration between senior and middle leaders, including an Extended Academic Board and a 2021 Outcomes Leadership Team, as well as working with other schools, both locally and nationally. Parental complaints about the quality of remote schooling and CAGs, mitigated by frequent, detailed communications with stakeholders, with all School processes adhering to stipulated guidance, including publishing Remote Schooling Policy on our website.