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: November 2023

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 to address risk	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 Head (Academic)/ SLT / Headteacher

Addendum – COVID-19 Pandemic (February 2023)

Context – The COVID-19 pandemic caused unprecedented disruption to campus-based schooling and public examinations, with the requirement for significant periods of remote schooling, modified school life, Centre Assessed Grades (CAGs) in 2020, Teacher Assessed Grades (TAGs) in 2021 and Modified Public Examinations in 2022. The academic year starting in September 2023 will see the following pandemic chronology for the different year groups:

- **Yr13** (Yr12 2022-23, Yr11 2021-22, Yr10 2020-21, Yr9 2019-20)
- **Yr12** (Yr11 2022-23, Yr10 2021-22, Yr9 2020-21, Yr8 2019-20)
- **Yr11** (Yr10 2022-23, Yr9 2021-22, Yr8 2020-21, Yr7 2019-20)
- **Yr10** (Yr9 2022-23, Yr8 2021-22, Yr7 2020-21, Yr6 2019-20)
- **Yr9** (Yr8 2022-23, Yr7 2021-22, Yr6 2020-21, Yr5 2019-20)
- **Yr8** (Yr7 2022-23, Yr6 2021-22, Yr5 2020-21, Yr4 2019-20)
- **Yr7** (Yr6 2022-23, Yr5 2021-22, Yr4 2020-21, Yr3 2019-20)

Objectives – Minimise the negative impact of the pandemic experiences of different cohorts of students, whilst maximising their achievements, as individuals, in both the curricular and extra-curricular spheres.

Process – Continue with our Achievement Strategy approach, started in the 2022-23 academic year, framing our thinking and actions around key areas to ensure a holistic and responsive approach: school ethos, pastoral mission, curriculum mission, pastoral actions, academic actions and school development actions.

Risks & Mitigation Measures – Not identifying and responding to the particular pandemic experiences of certain year groups, mitigated by our enhanced pastoral provision (with MCH as a Senior Pastoral Leader and our Pastoral Hub), working with our School Development Leaders (who each have a specific professional focus: teaching standards, the learning experience, SEND in the classroom, effective assessment, creativity across the curriculum and using data to drive improvement), working with our Extended SLT colleagues (School Development Leaders, Senior Pastoral Leader, SENDCo and Timetable Leader), and collaborating with other schools, through our networks, locally (MESH and ASHE), nationally (SSGS and GSHA) and internationally (ICGS), to both learn from them and share our ideas.