



CHARNWOOD PRIMARY ACADEMY

RISK REGISTER –AUTUMN TERM 2022

To be used in conjunction with SUAT’s Risk Register.

The **descriptors** for high, medium and low **impact** and **probability** can be expanded as follows:

Impact	Description
High - 3	The financial impact will be significant [in excess of £100,000] Has a significant impact on SUA’s strategy or on teaching and learning Has significant stakeholder concern Can cause significant reputational damage to SUA
Medium - 2	The financial impact will be moderate [between £10,000 and £100,000] Has no more than a moderate impact on SUA’s strategy or on teaching and learning Moderate stakeholder concern Can cause moderate reputational damage to SUA
Low - 1	The financial impact is likely to be low [below £5,000 and £10,000] Has a low impact on SUA’s strategy or on teaching and learning Low stakeholder concern Is unlikely to cause any reputational damage to SUA

Probability	Description
High - 3	Likely to occur each year, or more than 25% chance of occurrence within the next 12 months Potential of it occurring several times within a 4 year period Has occurred recently



Medium - 2	Likely to occur within a 4 year time period or less than 25% chance of occurring within the next 12 months Could occur more than once within a 4 year period Some history of occurrence
Low - 1	Not likely to occur within a 4 year time period or less than 5% chance of occurrence Has not occurred Is not likely to occur



Top 5 Risks

- Staff, pupil & Family wellbeing – keeping enough staff in school, new staff in school, supporting all vulnerable children, keeping community connected, supporting staff and pupils following sickness absence, support during outbreaks, financial constraints, anxiety, workload
- Vulnerable Children/Safeguarding – safe on site, safe at home, safeguarding, lone working, increased use of technology and social media, constantly changing situations, increasing number of families receiving and requesting support etc
- Financial – rising costs including gas and electricity, funding of pay rises, resources, developing cultural capital as families struggle more financially, FSM food, cover staff if absent, cost of effective intervention, sickness and long term absence covers
- Attainment & Progress – expectations reinstated, short time frame to achieve expectations, anxiety caused by pressure to achieve, priorities for time to maintain broad and balanced curriculum, low data
- Attendance – low attendance, high persistence absence (PA), term time holidays, gaps in learning varied across cohorts, lower self belief in abilities, extra support required

Risk	Risk Consequences	Risk score – impact and probability	Existing internal controls and evidence	Response (transfer, tolerate, treat or terminate)	Details of actions required to improve controls	Person responsible
<ul style="list-style-type: none"> • Staff, pupil & family wellbeing 	<ul style="list-style-type: none"> • Staff absences due to illness or mental health • Enabling all parents to do their job • Community become disconnected from school • Increase in mental health issues within whole community • Staff, people and community suffering due to current climate • Recruitment of staff to ensure school viable • Anxieties on return to school • Increased mental health issues following pandemic • Anxieties of pupils 	3x3=9	<ul style="list-style-type: none"> • Procedures like distancing and limited mixing try to ensure staff likely to pass on virus • High standard and regular cleaning within areas of school used to prevent spread of virus • Additional cleaning resources continue to be purchased like anti-bac wipes • Support for staff mental health via external organisations, details provided • Senior mental health lead support from SUAT • Regular contact with groups both online and in person • Attendance carefully monitored • Regular contact with parents to check they are ok 	Treat	<ul style="list-style-type: none"> • PPE available in school at all times like face masks and shields for staff if requested • Repeat and varied communication with staff to ensure mental health is looked after • Development of mental health support group with Mental Health Lead identified in school • Site supervisor to ensure school can be open and locked and all checks continue • Signposting stakeholders to appropriate, suitable and supportive groups • Use of more school resources to support home learning 	Principal SLT All Staff



	<ul style="list-style-type: none"> Staff/pupils can be in school with covid 		<ul style="list-style-type: none"> Support provided individually to support reluctant learners/returners Advice and support given to support struggling families Busy packs sent home with younger children following initial success 		<ul style="list-style-type: none"> Organise assemblies and support groups for children with anxiety Wellbeing group to organise support and events 	
<ul style="list-style-type: none"> Vulnerable children have heightened anxiety levels Safeguarding – everyone remaining safe 	<ul style="list-style-type: none"> No one is aware of the situation that vulnerable children are in when at home Children don't have access to adult outside of the home to confide in Children may not be safe on site Children may not be safe within the home Staff are not fully trained to keep ahead of technology changes which hinders home learning opportunities Safeguarding actions may not happen as needed Communication with agencies Children missing in education are taken off role so no further information can be sought 	3x3=9	<ul style="list-style-type: none"> Vulnerable children to have contact with class teacher and ensure have trusted adult available School to ensure all children have an adult who 'knows' them in school Safe and well calls/checks to all vulnerable children families as needed Vulnerable children list updated Staffordshire weekly Weekly contact with social workers Risk assessments completed as necessary and updated regularly Concerns logged on my concern for DSL and DDSL to see immediately Concerns reported promptly TAFs set up by school as required (including collaboration with sibling schools) Updated training termly SENDCo with Level 2 training 	Treat	<ul style="list-style-type: none"> Regular contact gained by staff Process to refer concerns to be made clear to all Information shared promptly with staff on a need to know basis Encouragement of community to continue to communicate with school Display websites and phone numbers clearly for all to see and use if required Updated training on my Concern to ensure tracking is at it's most efficient 	Staff DSL DDSL
<ul style="list-style-type: none"> Finance – ensuring the Academy can remain financially viable with continuing additional costs 	<ul style="list-style-type: none"> Academy will not be financially stable Academy will not be able to retain current staffing levels Bills will be too expensive (gas and electricity) 	3x3=9	<ul style="list-style-type: none"> Breakfast and after school club staff return to sessions Resources are strategically purchased and supported by PP spend 	Treat	<ul style="list-style-type: none"> Careful budgeting Support of PP children within current budget Budget focusing on mental health as additional resources 	SLT Office Manager LAC



	<ul style="list-style-type: none"> Resources will not be available Attendance at clubs isn't enough to keep them financially viable Additional spending to support children at home depletes finances Additional costs for FSM children deplete finances Staff absence – could be a large number at once Staff unable to teach from home due to technology issues Extra costs to support lack of technology in homes Additional costs to support wellbeing for all stakeholders Additional costs to provide training for staff on new initiatives Costs to develop cultural capital now as parents are unable to afford school visits Lack of financial support from parents for events etc due to less disposable income at home 		<ul style="list-style-type: none"> Ensure resources are used carefully and not wasted – remind all about reducing electricity and gas needs Careful budgeting in all areas Principal and HLTAs to support covering classes to reduce supply costs Additional resources required to support families if children need to learn at home – gain comparable quotes Training arranged for staff as required – chrome books, google classroom Staff encouraged to identify training needs Training budget increased Support for staff with access to technology at home as required Funds used to increase activities/events that develop experiences and cultural capital 		<ul style="list-style-type: none"> Access government grants and support schemes where possible Ensure staff have adequate and suitable training to deliver high quality home learning Use of reserves to support staffing to ensure workload not placed on fewer staff supporting wellbeing 	
<ul style="list-style-type: none"> Attainment & Progress Expectations reinstated, short time frame to 	<ul style="list-style-type: none"> Standards will not be raised Keeping numbers of children in school 	3x3=9	<ul style="list-style-type: none"> Pupil progress meetings focus on specific children and groups following lockdowns Moderation of standards with schools across SUAT 	Treat	<ul style="list-style-type: none"> Create booster sessions for Year 2 as well as 6 to support specific groups Reading interventions focused on fluency 	Subject lead Principal Class Teacher

<p>achieve expectations</p> <ul style="list-style-type: none"> • Anxiety caused by pressure to achieve • Priorities for time to maintain broad and balanced curriculum • Returning to standards prior to covid • Matching National Standards as a minimum 	<p>consistent at 30 per class</p> <ul style="list-style-type: none"> • Impact on Ofsted grading • Impact for SUAT and future schools joining the Trust • Impact on DfE expectations • Children have low learning stamina 		<ul style="list-style-type: none"> • Data analysis to carefully study gaps in learning and where accelerated progress is needed • Data meetings led by subject leader and assessment lead • Boosters and interventions planned for all children across school as required • Nurture sessions/assemblies etc used to support confidence • Use of data to analyse gaps to accelerate progress • Dedicated time for subject leads to identify support needed to accelerate progress • Subject Lead focus on prior and next steps in learning • Clear end point identified for each unit 		<ul style="list-style-type: none"> • Ensure children receive a broad and balanced curriculum like forest schools to engage learners; · Tracking of individual children and their progress made more rigorous, especially for groups; · Assessments used clearly to inform planning • Use of composite plans to ensure progression • Ensure children are exposed to exam techniques in all classes • Follow guidelines and create larger groups to ensure school can stay open • Use of reserves to fund additional staff (support sick absence) • Use of metacognition initiative to support memory of pupils 	
<ul style="list-style-type: none"> • Attendance – • Low attendance across school • High persistence absence (PA) across school • Term time holidays consistently requested 	<ul style="list-style-type: none"> • Pupils have gaps in learning • Attainment levels fall • Children remember less and curriculum isn't fluent for them • Children have low self esteem 	<p>3x3=9</p>	<ul style="list-style-type: none"> • Attendance monitored daily • Absences chased from day 1 • Parents reminded of attendance • Letters sent • EWO support • Attendance clinics in place • Outside agencies support requested e.g. SEND or counselling 		<ul style="list-style-type: none"> • Development of attendance procedures across the Trust • Increased number of attendance clinics • Use of alternative methods to avoid missed learning e.g. robots 	



<ul style="list-style-type: none">• Gaps in learning varied across cohorts following absence• Lower self-belief in abilities• Extra support required	<ul style="list-style-type: none">• Children struggle to enter school• School refusals increase• Anxiety increases		<ul style="list-style-type: none">• Good relationship with families to support community and pupils			
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