



## ***RISK MANAGEMENT – SCHOOLS POLICY***

### **Policy & Guidance**

- Risk management forms one of the key elements of an effective planning process. Understanding the school's objectives and goals, and how to measure success should be followed up by an assessment of the uncertainty (the risks, both threats and opportunities) to achieving the objectives.

### **Purpose**

- This policy sets out the requirements for Footscray North Primary School to identify and manage risks that might affect their students, staff or operations.

### **Implementation**

- The safety and wellbeing of children is a high priority for this school.
- Management of risk is everyone's responsibility.
- The review of risks will be a standing item on all School Leadership agendas.
- The school will use the Department's Risk Management Process for Schools when assessing and documenting the risk(s) associated with:
  - [Emergency and Critical Incident Management Planning](#)
  - [Child Safe Standards](#)
  - [OHS Management System \(OHSMS\) Employee Health Safety and Wellbeing](#)
  - [Excursions \(including Camps\)](#)
- The Principal/School Leadership Team are responsible for:
  - providing staff with relevant training opportunities to support staff to manage risks at an operational level
  - ensuring that all school staff follow Departmental policies and processes, as risk management is integrated into other policies and processes
- The school will download and use the following templates & registers:
  - [Child Safety Risk Register \(with examples\)](#)
  - [Template Risk Assessment for Local and Day Excursions](#)
  - [Excursions / Camps Risk Register \(with examples\)](#)
  - [School Risk Register](#) — blank and template only
- The risk management process will involve:
  - 1. Establishing the context**

Before identifying risks, the school will decide on the scope of the activity, including the objectives, and develop an understanding of the operating environment. Identifying the stakeholders (both internal and external) and considering their concerns, issues and expectations.
  - 2. Risk identification**

Risk identification means thinking about what could go wrong when delivering the objectives.

2.1 Identify the risks

Use the [SWOT matrix analysis tool](#) (PDF 113KB) to analyse the environment, establish current issues and consider future risks. The SWOT matrix analysis tool provides a structured way to

consider internal and external strengths, weaknesses, opportunities and threats. Ask 'what can go wrong?'

Consider whether it would be beneficial to involve key stakeholders when conducting the SWOT analysis.

## 2.2 Consider causes, consequences and opportunities

Consider each risk in more detail and identify:

Causes: what would cause it to go wrong?

Consequences: what are the impacts if it does go wrong?

Opportunities: what can go right?

## 2.3 Record the risks

Use the school risk register templates as above to record the risks and associated details (risk rating, controls and treatments).

Review risks periodically and update the risk register accordingly

## 3. Risk analysis

Assess each risk to determine the overall level of risk (the 'risk rating').

This involves:

- identifying any existing controls
- considering the consequences (effect) if the risk eventuates, and
- the likelihood that the risk will occur

### 3.1 Existing controls

Identify any existing controls and assess their effectiveness. Ask 'what existing controls are in place?'

Assess the current effectiveness of these controls. Use the [Control Effectiveness Chart](#) (PDF 59.02kb) to help you assess your current risk controls.

### 3.2 Consequences

Consider the consequences or impact (effect) of the risk if it was to occur.

Consequences are measured using the following terms:

- insignificant
- minor
- moderate
- major
- severe

Use the [Consequence Criteria Guide](#) (PDF 501kb) to assess the significance of the risk. This guide provides criteria for assessing risks in the categories of student outcomes, wellbeing and safety, operational, financial, reputation and strategic.

### 3.3 Likelihood

Consider how likely it is that the risk will occur.

Likelihood is described using the following terms:

- almost certain
- likely
- possible
- unlikely
- rare

Use the [Likelihood Criteria Chart](#) (PDF 83kb) to assess the likelihood that a risk will occur.

### 3.4 Overall level of risk (current assessment)

Use the [Risk Rating Matrix](#) (PDF 56kb) to determine the overall level of risk.

## 4. Risk evaluation

Evaluate each risk to determine whether the level of risk is acceptable and the appropriate response to the risk. The levels of acceptability relate to the risk rating levels and are described as:

- Extreme
- High

- Medium
- Low

Use the [Risk Acceptability Chart](#) (PDF 103kb) to determine the appropriate response for a risk.

### 5. Risk treatment

A risk treatment is the way in which the school responds to a risk.

Options for risk treatments include:

- Share: if practical, share all or some of the risk with outsourced parties or insurers.
- Terminate: cease the activity altogether.
- Accept: this will require appropriate authority.
- Reduce: apply additional treatments until the risk is reduced to an acceptable level.

The way a risk is treated will depend on the outcome of the evaluation:

- Risks that are rated **high or extreme** require treatment to reduce risk to a more acceptable level. You may also choose to share or terminate the risk as long as that option will reduce the risk rating.
- Risks that are rated **low or medium** do not necessarily require further actions to reduce and are considered acceptable.
- Risk treatment is a cyclical process:
  - assess the risk
  - decide whether the risk level is acceptable
  - implement a treatment option
  - conduct a second assessment to confirm that the treatment has reduced the risk to expected level. (This second evaluation is called the 'target assessment'.)

A treatment that reduces the risk level may become a new control.

### 6. Communication and consultation

Consult and update relevant internal and external stakeholders throughout the risk management process.

Report on risks that are shared with relevant stakeholders to provide assurance that the school is managing the risk appropriately.

### 7. Monitoring and review

Schedule monitoring and review periods at intervals appropriate to the nature of the objective and the level of risk.

- Please refer also to the *Excursions (Including Camps) Policy*, the *Dangerous Goods & Hazardous Substances Policy*, *Reporting & Managing School Incidents (Including Emergencies) Policy* and the Child Safe Standards.

### Evaluation

- This policy will be reviewed as part of the school's three-year review cycle or if guidelines change (latest DET update mid-June 2020).

Mandatory for VRQA purposes

School Council Approval No Longer Required

Reference:

<https://www2.education.vic.gov.au/pal/risk-management-schools>