



CHILTERN
LEARNING
TRUST

RISK MANAGEMENT POLICY AND STRATEGY 2025/28

1.0 Policy statement

- 1.1 Taking risk management seriously is a priority for Chiltern Learning Trust. Our Risk Management Policy and Strategy forms part of the Trust's internal control and corporate governance arrangements. It is designed to provide assurance that the Trust has adopted best practice in this area.
- 1.2 The following key principles outline the Trust's approach to risk management and internal control in pursuing the aims set out above:
1. The Central Team of the Trust has responsibility for overseeing risk management across the Trust as a whole.
 2. The Trust monitors the performance of its risk management strategy through its Board of Trustees and its Audit Committee.
 3. The culture of risk awareness within the Trust and its schools is led by Trustees, School Governors, members of the Trust's Central Team and members of each school Senior Leadership Team.
 4. Key risk indicators will be identified in Risk Registers and closely monitored where necessary in action plans by the Senior Leadership Team and Governing Body of each school and by the Board of Trustees, updated as a minimum each term, or whenever there is a significant change in circumstances.
- 1.3 Effective risk management protects and adds value to the Trust and its Schools by:
- Improving decision making, business planning and prioritisation by comprehensive and structured understanding of the wider operating environment
 - Supporting more efficient allocation and use of resources within the Trust
 - Enhancing communication between schools and the Trust
 - Protecting and enhancing the Trust's assets and reputation
 - Developing and supporting staff and the knowledge base across the Trust
- 1.4 This policy will be reviewed by the Trust's Central Team on an annual basis to sustain its effectiveness and bring changes to the notice of employees.



Signed

Dated 23/10/25

Adrian Rogers
Chief Executive
Chiltern Learning Trust

2.0 The Trust's Risk Management Strategy

2.1 Risk management is the process whereby the Trust and each of its schools methodically identifies, evaluates and manages risks associated with achieving our objectives, with the goal of avoiding or minimising their impact. It is aimed at:

- Protecting our students, staff and assets
- Managing risk in accordance with best practice and reducing the cost of risk
- Anticipating and responding to changing social, environmental and legislative requirements
- Raising awareness of the need for risk management
- Integrating risk management into the culture of the Trust
- Adopting legal compliance as a minimum standard

2.2 The Strategy aims to:

1. Identify and evaluate risks which could prevent the Trust or any of its schools from achieving one or more of its strategic aims, objectives and delivery targets or make their achievement substantially more difficult.
2. Assess the likelihood of such risks occurring and the potential impact of such occurrences with particular reference to the areas of:
 - People
 - Curriculum
 - Reputation
 - Safeguarding
 - Finance
 - Assets
 - Compliance
 - Strategy
3. Enable decisions to be taken on how much risk to accept, the actions/controls applied to avoid or mitigate the likelihood of such circumstances arising, to transfer risk or insure against the consequences and assign responsibility for implementation.
4. Establish consistent procedures which will be adopted in the risk management process by schools and by the Trust and ensure that risk management is not seen as a separate exercise but is integrated into the strategic and operational management and decision making processes of the Trust and its schools.
5. Identify roles and responsibilities in the management, monitoring and reporting of risk.

3.0 Roles and responsibilities

3.1 The following table illustrates the organisational structure of risk management in Chiltern Learning Trust and respective roles and responsibilities.

CHILTERN LEARNING TRUST RISK MANAGEMENT ORGANISATIONAL CHART

Board of Trustees

- Set the tone and influence the culture of risk management
- Determine the appropriate strategic risk appetite or level of exposure for the Trust
- Approve major decisions affecting the Trust's risk profile or exposure
- Set policy and strategy for risk management
- Frequently monitor the management of significant risks
- Satisfy itself that the most significant risks are being activated managed with the appropriate controls in place and working effectively

CLT Central Team

- Support and implement policies approved by the Trust
- Develop risk response processes, including contingency and business continuity programmes
- Provide adequate information in a timely manner to the Trust and its committees on the status of risks and controls
- Focus and co-ordinate risk management activities throughout the Trust
- Develop risk management as part of the culture of the Trust
- Provide a mechanism for risk management issues to be discussed, disseminated or escalated to all areas of the Trust.
- Monitor the termly reporting of risk registers to each school's LGB, feeding back on improvements that can be made
- Review the Trust's approach to risk management and propose changes or improvements to key elements of its processes and procedures to the Trust Board.
- Provide training to schools on the management of risk

Local Governing Bodies

- Lead the culture of risk management in the school
- Support the implementation of the Trust's Risk Management Strategy
- Frequently monitor the management of significant risks to the school
- Satisfy itself that the most significant risks are being actively managed, with the appropriate controls in place and working effectively

Headteachers

- Have primary responsibility for implementation of the Trust's Risk Management Strategy within the school
- Have responsibility for promoting risk awareness within all of the school's operations
- Ensure that risk management is a termly management meeting item to allow consideration of exposure in the light of effective risk analysis.
- Report significant risks faced by their operations for consideration by the Governing Body and on escalation, by the Trust Board.
- Ensure that risk management is incorporated at the conceptual stage of projects as well as throughout a project.

4.0 Clarifying our strategic objectives

- 4.1 Robust risk management depends on having a clear, shared understanding about what we are trying to achieve and what success will look like. The focus of our core risk management activity will be the risks to delivery of the strategic and operational objectives at Trust and school levels as identified in our Development and operational plans.
- 4.2 Having these clear objectives and a shared understanding of purpose will help reduce uncertainty as well as focusing our respective risk identification and analysis activities; both of which will help maximise the likelihood of us achieving our goals.

5.0 Identify the threats/hazards

- 5.1 Risk is about those potential future events that could impact on the achievement of our objectives. Risks, by definition, are not certain, but they are significant - they will have an impact if they emerge. Risk management uses past experience and current intelligence to predict what may happen, allowing us to get the best control over future uncertainty. The outcome of a risk emerging may not be wholly negative, it may be that some unexpected opportunities arise from the risk event happening.
- 5.2 The process of risk identification by schools should involve the senior leadership team and school Governors. Trustees and Central Team officers should be involved when this process is undertaken for the Trust.
- 5.3 Consideration will be given to the following factors:
- The school and Trust strategic objectives
 - The nature and scale of the school or Trust's activities, both current and planned
 - External factors that may affect the school or Trust such as legislation and regulation
 - The reputation of the school and Trust with its key stakeholders;
 - The operating structure, e.g. functions and issues that the school or Trust are facing

6.0 Assess the risks

- 6.1 Each risk should be assessed and scored as set out in the guidance within the Trust's Risk Register template, attached at Appendix A which will be used by schools and the Trust to record and monitor risks.

To be most effective, risk assessment should also take into account 'existing controls', i.e. the management practices that are already in place that aim to manage the risk described.

7.0 Record, review and report

- 7.1 Any risks that are subject to control measures should be recorded in the risk register. Risks will be grouped by the following categories:
- People
 - Curriculum
 - Reputation
 - Safeguarding
 - Finance
 - Assets
 - Compliance
 - Strategy

- 7.2 Clear ownership should be allocated to actions along with a scheduled date for review.
- 7.3 School risk registers will be reviewed regularly and as a minimum every term by the senior leadership team and this will be reported to the school's Local Governing Body to ensure:
- New risks/escalating risks are identified
 - Planned actions are carried out in line agreed timescales
 - Updating of the risk register as risks change over time
 - Early signs of developing risks are identified
- 7.4 A copy of the school's risk register will be provided to the Trust's Central Team each term at least 4 weeks prior to a Trustees meeting. Any significant risks arising from a School's Risk Register will be reported to the Board of Trustees so that they are aware of this and the operation of the risk management policy with the controls in place to limit exposure to risk.
- 7.5 The Trust's Directors will include a review of risk management in their monthly meetings or beforehand if a known risk changes significantly or a new risk arises. The Board of Trustees will separately review the Trust's overall strategic risk register at each Trustees meeting. Any Trust level risks which need to also be identified in each School's Risk Register will be fed back to schools for inclusion in their Risk Registers and monitored until such a time when they can be removed.



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RISK REGISTER

Introduction

This risk register is intended for use by schools and by the Trust to provide a focus on the risks that threaten the achievement of our strategic and operating aims and objectives.

There are four steps to completing this risk register:

- Clarifying our strategic objectives
- Identify the threats/hazards
- Assess the risks
- Record, review and report

1) Clarifying our strategic objectives

Robust risk management depends on having a clear, shared understanding about what we are trying to achieve and what success will look like. The focus of our core risk management activity will be the risks to delivery of the strategic and operational objectives at Trust and school levels as identified in our Development and operational plans.

Having these clear objectives and a shared understanding of purpose will help reduce uncertainty as well as focusing our respective risk identification and analysis activities; both of which will help maximise the likelihood of us achieving our goals.

2) Identify the threats/hazards

Risk is about those potential future events that could impact on the achievement of our objectives. Risks, by definition, are not certain, but they are significant - they will have an impact if they emerge. Risk management uses past experience and current intelligence to predict what may happen, allowing us to get the best control over future uncertainty. The outcome of a risk emerging may not be wholly negative, it may be that some unexpected opportunities arise from the risk event happening.

The process of risk identification should involve the senior leadership team of schools, Trustees and Central Team officers when undertaken for the Trust.

Consideration will be given to the following factors:

- The strategic objectives
- The nature and scale of the school or Trust's activities, both current and planned
- External factors that may affect the school or Trust such as legislation and regulation
- The reputation of the school and Trust with its key stakeholders;
- The operating structure, e.g. functions and issues that the school or Trust are facing

3) Assess the risks

Each risk should be assessed and scored as follows in terms of the **likelihood** of its occurrence, and its **impact** on the School/Trust, should it occur.

The **inherent** risk calculation assumes that no controls are in place and scoring should be based on this assumption.

The **residual** risk calculation takes account of the existing controls that you have in place i.e. the management practices that are already in place that aim to manage the risk you are describing.

Risk Likelihood Measurement Criteria

Rating Scale	Likelihood	Example of Loss	Probability %
1	Very rare/unlikely	Exceptional event. This will probably never happen/recur.	<20%
2	Unlikely	Event not expected. Do not expect it to happen/recur, but it is possible it may do so.	20-40%
3	Possible	Little likelihood of an event occurring. It might happen or recur occasionally.	40-60%
4	Probable	Event is more than likely to occur. Will probably happen /recur but it is not a persisting issue	60-80%
5	Almost certain	Reasonable to expect that the event will undoubtedly happen/recur, possibly frequently	>80%

Risk Impact Measurement Criteria

Scale	Description	Achievement of objectives	Operations	People	Reputation	Financial Loss
1	Negligible	Little impact to objectives	Limited disruption to operations	Insignificant injuries	Public concern restricted the Trust	<50k
2	Minor	Minor impact to services as objectives are not met	Short term disruption in operation resulting in minor adverse impact and minimal disruption in service quality	Minor injuries	Minor adverse local/ public/media attention and complaints	£50k-£250k. Minimal effect on budget/cost
3	Moderate	Considerable fall in services as objectives are not met	Sustained moderate level disruption of operations. Service quality not satisfactory	Potential for minor physical injuries/ stressful experience	Adverse local media public attention	£250k-£500k.Small increase on budget/cost
4	Major	Major impact to services as objectives are not met	Serious disruption to operations. Significant disruption of core activities. Key targets missed.	Exposure to dangerous conditions creating potential for serious physical or mental harm	Serious negative regional criticism, with some national coverage	£500k-£750k.Significant increase in budget/cost.
5	Very high/ critical	Significant failure in service as objectives are not met	Long term serious interruptions to operations/ service quality not acceptable/ major partnership under threats	Exposure to dangerous conditions leading to potential loss of life or permanent physical/ mental damage. Life threatening or multiple serious injuries	Prolonged national condemnation with serious damage to the reputation i.e front page headlines, TV.	>750k Large increase in budget/cost. Impact on the whole Trust.

4) Record, review and report

Any risks that are subject to control measures should be recorded and dated in a risk register, formatted as in the example below. Risks will be grouped by the following categories which also cross reference the Trust's Core Principles from our Development Plan :

- People
- Curriculum, standards and outcomes
- Reputation
- Safeguarding
- Finance
- Assets
- Compliance
- Strategy

The inherent risk scoring, existing controls and residual risk scoring should be recorded as previously explained in the section above. Each risk should also indicate which assurance process, reporting or review mechanism is in place for each risk. This could for example be internal or external audit, review by a line manager, DfE oversight or reporting, CLT Directors report or similar.

Clear ownership should be allocated to these actions along with a scheduled date for review.

School risk registers will be reviewed regularly and as a minimum every term by the senior leadership team and this will be reported to the school's Local Governing Body to ensure:

- New risks/escalating risks are identified
- Planned actions are carried out in line agreed timescales
- Updating of the risk register as risks change over time
- Early signs of developing risks are identified

A copy of the school's risk register will be provided to the Trust Central Team each term and significant risks will be reported to the Board of Trustees so that they are aware of the operation of the risk management policy and the controls in place to limit exposure to risk.

The Trust's Central Team will separately review the Trust's overall strategic risk register on a monthly basis and significant risks will be monitored and reported to the Trust Board at each of its meetings.

Example risk register entry: - Risk Category – People

Ref no	Date Risk Added To Register	Principal Inherent Risk	Inherent Risk Rating		Policies, Procedures and Controls	Residual Risk Rating		Assurance	Gaps, Action, Responsibility and Timescale	Independent assurance	Risk Owner
			I m p a c t	L i k e l i h o o d		I m p a c t	L i k e l i h o o d			Role for Independent assurance	
		People - CLT's Core Principles 4,5 and 6									
1	13/10/22	Poor recruitment and retention of teachers and support staff	5	5	Trust wide advertising in place Employee referral scheme Induction policy Performance management CPD policy Complaints policy Equal ops policy Pay committee	3	3	Budget monitoring around staff vacancies and reliance on supply staff Exit interviews LGB report templates	Social and celebratory events Staff wellbeing survey to be repeated 21-22 - scheduled for Summer term across CLT. CLT Recruitment and retention strategy document More systematic and embedded talent identification across the Trust	Internal Audit (potential area of future focus)	AR LT TK RP LH

					Exit interviews Talent identification across the Trust Chiltern Training Group enables pool of teachers			Continued development of the Teaching School to offer high quality professional development for all staff with enough capacity to deliver (see TSH section below) Alignment of demand for ECT places with forecasts of future employment market Chiltern Training Group to evolve within the changing ITE landscape aligned to the Teaching School Hub		LH LH
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