



RUGBY SCHOOL THAILAND



RISK MANAGEMENT WHOLE SCHOOL

THE WHOLE PERSON THE WHOLE POINT

The health, safety and well-being of young people are of paramount importance to all the adults who work at Rugby School Thailand. Children have the right to protection, regardless of age, gender, race, culture, sexual orientation, or disability. They have a right to be safe in our school. Members of staff in the school have a legal and moral obligation to safeguard and promote the welfare of the pupils, taking all reasonable steps to protect them from harm whether from physical injury, abuse, neglect, emotional harm or from anything that interferes with their general development.

Version Control

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This policy relates to:	
Responsible Department(s):	
Other standards:	
Legislation or other requirements:	

Review process

Policy review frequency: Annually or as required	Responsibility for review:
Review process: <ol style="list-style-type: none"> I. COO to conduct policy review. II. Modification will be made where appropriate. III. Submit for review and approval by the School Leadership Team. 	
Documentation and communication: Document decision changes will be written in as addition and approved via SLT. There will be an update on the Version Number of the Document.	

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1. PURPOSE OF POLICY

- 1.1. This policy provides the principles of practice for the management of risks at Rugby School Thailand. Risk Management is an integral part of sound management and an essential element of good corporate governance, as it improves decision-making and enhances outcomes and accountability. The aim of this policy is to ensure that the School makes informed decisions with respect to the activities that it undertakes by appropriately considering both risks and opportunities in strategic and operational activities for business viability, staff welfare and student learning outcomes.

2. POLICY STATEMENT

- 2.1. Risk management involves assessment of risks associated with any work activity at Rugby School Thailand and its systematic application of management policies, procedures and practices to established tasks in identifying, analysing, assessing, treating, monitoring as well as communicating these risks.
- 2.2. Any activity that poses a threat with negative impact to an objective can be considered a risk and as such risk management when practised iteratively can bring about progressively improvements to our strategic plans and operations at Rugby School Thailand.
- 2.3. It is, therefore, the responsibility of staff of all departments led by the leadership team to identify, analyse, evaluate, respond, monitor and communicate risks associated with any activity, function or process within their relevant scope of responsibility and authority, in a scheduled manner or on ad hoc basis. Effective risk management ensures a safe workplace, and optimal utilisation of our resources.

3. POLICY ON IMPLEMENTATION DETAILS

Background

- 3.1. Rugby School Thailand defines risk assessment as the process of identifying safety and health hazards associated with work, assessing the level of risks involved, and prioritising measures to control the hazards and reduce the risks.
- 3.2. The Safeguarding and Child Protection Framework and Policy at Rugby School Thailand and Health and Safety Policy together with other key policies and other embedded systems and processes are put in place to ensure that RST is averse to risks.

Key Principles for Managing Risk

- 3.3. The code of practice incorporated into risk management at RST ensures that the approach and processes are:
 - 3.3.1. Structured and linked to the strategic objectives;
 - 3.3.2. An integral part of the overarching governance, financial assurance and compliance frameworks;
 - 3.3.3. Dynamic with a focus on continual improvement and maintenance of better practice;
 - 3.3.4. Managed transparently with the relevant staff/department accountable for the management of the risks.

3.4. Risk management at Rugby School Thailand (RST) provides the basis for:

- More confident and rigorous decision-making and planning;
- Better identification of opportunities and threats;
- Improved incident management and reduction in loss and the cost of risk, including commercial insurance premiums;
- Promote proactive rather than reactive work culture;
- More effective allocation of resources;
- A clear understanding by all staff of their roles, responsibilities and authorities for managing risk;
- Improved compliance with relevant legislation;
- Better corporate governance; and
- The development of a more risk aware organisational culture through enhanced communication and reporting of risk.

3.5. Effective risk management is a co-ordinated and directed effort to control or minimise risk. The enablers that are related to robust risk management practice:

- communicating;
- consulting;
- establishing the context; and
- identifying, analysing, evaluating, treating, monitoring and reviewing risks

3.6. Risk management aligns with strategic and operational planning processes at all levels to ensure alignment with Rugby School Thailand objectives for staff and students as well as compliance to local regulatory acts.

Risk management process

3.7. RST adopts a 5 step approach to risk management:

- Step 1: Identify the Risk
What might inhibit the ability to meet objectives? Identify and describe an existing or potential risk, from the analysis of current business environment, data or feedback. These risks are to be documented in a risk assessment form.
- Step 2 Analyse the risk and identify the Controls
What are the causes of the risks? Once risks are identified determine the likelihood and consequence of each risk. Develop an understanding of the nature of the risk and its potential to affect departmental/project goals and objectives. Identify all the things (Controls) that are put in place that are aimed at reducing the Likelihood of the risks from happening in the first place and, if they do happen, what are the controls in place to reduce their impact (Consequence).
- Step 3: Evaluate or Rank the Risk
Evaluate or rank the risk by determining the risk magnitude, which is the combination of likelihood and consequence. Make decisions from the risk evaluation about whether the risk is acceptable or whether it is serious enough to warrant treatment.
- Step 4: Treat the Risk
This refers to risk response planning. During this step, assess the highest ranked risks and set out a plan to treat or modify these risks to achieve acceptable risk levels. In order to minimise the probability of negative risks, risk mitigation strategies, preventive plans and contingency plans are to be formulated.

- Step 5: Monitor and Review the risk

Information gathered from Step 1 and Step 4 are to be documented into the risk register. A risk register document contains information of identified and potential risks. The input of the risk register will be monitored, tracked and risks reviewed.

3.8. The information gathered from the above 5 steps are documented in the Risk Management Register.

4. RISK MANAGEMENT REGISTER

4.1. The Risk Management Register is a document that contains information about probabilities and identified potential risks, analysis of risk severity and evaluations of the possible solutions to be applied.

4.2. All risk activities are evaluated and the potential for risk and the appetite for risk is documented. Having a risk register provides better means to respond to problems as they arise and enables the handling of the risk in the most appropriate way.

4.3. The responsibilities for every risk are recorded, the risk register is kept up to date and regularly reviewed with the COO.

5. TYPES OF RISK AND DEFINITIONS FOR RISK MANAGEMENT REGISTER

5.1. At RST risk management can be categorised into the following:

Strategic Risk

5.2. Strategic risks are associated with uncertainties and challenges to reach business goals due to macro-economic impact such as political, economic, social and technological changes.

5.3. Strategic risk is the risk of realisation of business plans such as the introduction of new business, expansion of existing services and strengthening of infrastructure. It can be a possible source of loss that might arise from the pursuit of an unsuccessful business plan. For example, strategic risk might arise from making poor business decisions, from the substandard execution of decisions, from inadequate resource allocation, or from a failure to respond well to changes in the business environment.

Operational Risk

5.4. Operational risk refers to an unexpected failure in the day-to-day operations. It could be a technical failure, like a server outage, or it could be caused by “people” or “processes” failure.

5.5. It could have been prevented by having a more secure payment process, for example having a second member of staff authorise every major payment, or using an electronic system that would flag unusual amounts for review.

5.6. Operational risks may seem small to strategic risks but it can still have a big impact as not only is there the cost of fixing the problem, but operational issues can also disrupt customer service, resulting in a loss of revenue and damage to your reputation.

- 5.7. Operational risk is the prospect of loss resulting from inadequate or failed procedures, systems or policies, employee errors, systems failures, fraud or other criminal activity. Any event that disrupts business processes directly or indirectly.

Financial Risk

- 5.8. Most categories of risk have a financial impact, in terms of extra costs or lost revenue. But the category of financial risk refers specifically to the inflow and outflow of money, and the possibility of a sudden financial loss.

Reputational Risk

- 5.9. Reputational risk can take the form of a major lawsuit, an embarrassing product recall, negative publicity about the company or staff, or high-profile criticism of your products or services. Reputational risk can result in not only loss of revenue, potential businesses but also staff demotivation and attracting new talents.

Compliance Risk

- 5.10. Compliance risk occurs when internal policies and external regulations are not followed. Compliance risk cuts through all aspects of the company's operations which can impact strategic plans and strategies when future business is affected.
- 5.11. Compliance risk is exposure to legal penalties, financial forfeiture and material loss an organisation faces when it fails to act in accordance with industry laws and regulations, internal policies or prescribed best practices. Failing to comply may be subjected to fines, payment of damages, and voided contracts and even reputation.

6. EVALUATION OF RISK – TRAFFIC LIGHT SYSTEM

- 6.1. For risk evaluation the following are to be recorded:

- Probability;
- Severity;
- Consequences; and
- Controls.

- 6.2. When evaluating risk, the probability and severity rating need to be considered to determine the level of risk. The scores of P (Probability) multiplied by S (Severity) will provide the gauge for the risk level.

Monitoring and Review

- 6.3. Departments must continually monitor and review risks to assess whether risks remain current or risks treatment put in place remain effective. Such review is recommended to be held on a 1-2year basis or on an ad hoc basis to ensure that risks are mitigated expeditiously.

Internal Controls

- 6.4. Heads of Schools and their SMT's are responsible to ensure that risk management is conducted in alignment to the policy approach, as well as ensuring ongoing development and education for staff in support of this policy.

Senior Leadership Team

- 6.5. The Senior Leadership Team will collaborate and provide the leadership direction for risk management which is not limited to decision making on risks identified for treatment but also strategic plans for continual risk mitigation.

7. GUIDELINES

- 7.1. Some examples of risks which might be included in our context, but not limited to:

- failure of an education program to attract and retain students;
- failure of a research or business project to reach objectives;
- student, staff or client dissatisfaction;
- a threat to the environment of the institution or elsewhere;
- a threat to the physical safety of persons within the campus;
- breaches of security;
- criminal, fraudulent or corrupt activities;
- poor management practices;
- damage to property;
- failure of essential services or business/administrative systems;
- changes to government policies;
- currency fluctuations;
- market competition, trade practices implications;
- legal risk, breach of contract;
- academic and research reputation;
- third party providers;
- unfair trading practices
- community, (i.e. staff, students and parents) engaged learning;
- joint ventures, partnerships;
- intellectual property rights and copyright;
- employment practices (e.g. tenure, casual employment etc.)
- local community relations and perceptions;
- ineffective parent association relations;
- social media influences;
- irresponsible staff behaviour;
- untrained staff on work procedures;
- unclear job descriptions;
- ineffective medical and health services;
- ineffective data management.

GENERAL CLASSROOM RISK ASSESSMENT – Rugby School Thailand

This draft risk assessment form is partially completed for guidance only, with various hazards suggested for your assessment, and should be adjusted according to each area's different circumstances. If the Risk is not currently adequately controlled you should propose measures required in the penultimate column, and separately carry out any actions required. The "Date Completed" column is the date when any action required has been completed, the responsibility for ensuring the action IS completed lies with the author of the risk assessment; otherwise leave the column blank

Department	
Who might be at risk?	Teachers, pupils and visitors
Department contacts	Head of Department,
Description of activity	Classroom activities

Assessment of risk rating

The RISK FACTOR for each hazard is the residual risk AFTER existing controls have been considered. It is obtained by multiplying the PROBABILITY by the SEVERITY of the risk.

<u>PROBABILITY</u>	<u>SEVERITY</u>	<u>RISK FACTOR</u>	<u>COMMENTS</u>
1 = Not very likely	1 = Minor injury	1 – 2 Low risk	The School's objective is to introduce controls to reduce the risk for most activities to low.
2 = Possible	2 = injury or property damage	3 – 4 Medium risk	Additional controls are needed and should be planned. If additional controls require long term work (> 4 weeks) then short term procedures should be modified to reduce risk in the interim period wherever possible.
3 = Likely	3 = Major injury or death	6 – 9 High Risk	Where risk remains high after exiting controls are considered then the activity should not take place until additional controls have been implemented. i.e. STOP the activity.

HAZARD	WHO IS AT RISK?	Existing Controls (action taken to reduce risk)	RISK RATING			Is the risk adequately controlled? If not list further action required	Date Completed
			P	S	R		
1. Slips trips and falls <ul style="list-style-type: none"> • Movement of pupils in and out of classrooms or other buildings may cause trips and falls particularly on steps. Risk is increased during wet weather. • Falling when putting up displays or removing object from height. • Objects falling from shelves. 	Pupils, Teachers	<ul style="list-style-type: none"> • Pupils have been informed of no running policy • Emergency aid provided by Teachers – for more serious injuries help is available from Nurse • Avoid standing on chairs • Ensure books most frequently accessed are on shelves not requiring use of steps • Erect displays with caution • Clean up spilt water on floor surfaces so children don't slip 	2	1	2		
<ul style="list-style-type: none"> • Trips from rugs on floor 	Pupils, Teachers	<ul style="list-style-type: none"> • Report hazards to maintenance • Ensure carpet is lying flat on the ground. • Children and teachers move carefully around the room. 	2	1	2		
<ul style="list-style-type: none"> • Trips from cables 	Pupils, Teachers	<ul style="list-style-type: none"> • Teachers are aware of hazards, and brief pupils. Trailing cables are covered 	1	1	1		

		<ul style="list-style-type: none"> with cable protectors where possible Cables are not in vicinity of the children. They are all tucked away behind cupboards. 					
<ul style="list-style-type: none"> Falls from height when reaching for books or erecting displays / posters etc 	Pupils, Teachers	<ul style="list-style-type: none"> Avoid standing on chairs and tables – use suitable steps Ensure books most frequently accessed are on shelves not requiring use of steps Young pupils not to use steps 	1	1	1		
<p>2. Other physical hazards (examples)</p> <ul style="list-style-type: none"> Broken glass can cause cuts and other injuries 	Pupils, Teachers	<ul style="list-style-type: none"> Teachers are aware of hazards No glass in classrooms (except science labs) policy. Use plastic or other non-breakable containers 	1	1	1		
<p>3. Electricity</p> <ul style="list-style-type: none"> The main hazards are Electric shock, burns, fire and death 	Pupils, Teachers	<ul style="list-style-type: none"> Keep the power supply switched off when not in use Keep water and electricity apart Check equipment before use and report defects immediately Use appropriate equipment for the task Testing of all portable electrical appliances 	1	2	1		

		<ul style="list-style-type: none"> Keep electric sockets covered with socket protectors 				
4. Fire <ul style="list-style-type: none"> The key hazards associated with fire are Flames, heat, smoke and toxic fumes and the collapse of buildings <ul style="list-style-type: none"> Poor housekeeping increases fire risk 	All in building	<ul style="list-style-type: none"> Evacuation procedure exists and drills are practised termly Fire Extinguishers checked annually Refer to Fire Risk Assessment held by Head of Department and the Bursar for detail 	1	2	1	
5. Chemicals and dangerous substances <ul style="list-style-type: none"> Hazardous chemicals in cleaners cupboard 	Pupils, Teachers	<ul style="list-style-type: none"> Refer to separate COSHH assessment held by the Caretaker All paints and PVA glue are stored in art cupboard out of the classroom. Cleaning substances are in the cleaning cupboard which is locked at all times unless supervised by cleaning team. 	1	1	1	
6. Manual Handling <ul style="list-style-type: none"> This covers all activities which use the body to lift, carry, push or pull a load Typical injuries are back sprains and strains, cuts bruises, crushing, fractures, hernias and trapped nerves Some injuries occur immediately, but many develop gradually 	Teachers	<ul style="list-style-type: none"> Manual handling should be avoided wherever possible Use mechanical means such as a trolley to move loads Manual Handling training is available for all staff Maintenance staff and Bursar organising lifting of heavy 	2	2		

		equipment when erecting any heavy equipment.				
7. Any Other Hazards <ul style="list-style-type: none"> • Fire exit door. 	Pupils, teachers	<ul style="list-style-type: none"> • Doors to exit work smoothly and hook back if required. 	1	1	1	<ul style="list-style-type: none"> • Can fire doors be hooked open if necessary? • Do sliding doors slide easily for exit?

Name of assessor:	Date of assessment: September 2021	Review Date Due: Sept 2022
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