

AUDLEY END HOUSE AND GARDENS, ESSEX

Risk Assessment for Discovery Visit Session

Activity: Victorian Values, Key Stage 1-2
 Duration: 90 minutes
 Created: 1 September 2024
 Review date: 1 September 2025
 Prepared by: Education Visits Officer (South)

Description and Notes

This risk assessment covers the Victorian Values Discovery Visit from when the group meets the facilitator, to the time when the session ends. It does not cover the walk from the coach/car park to the site or any aspect of your visit outside of the Discovery Visit. This information can be found in the Hazard Information on our [Schools page](#).

Hazard	Who is at risk?	Control measures	Risk after controls C x L = R		
The risk of trips, slips and falls.	Leaders, students, EH staff/volunteers	Facilitators are made aware of the risks and are then able to inform education groups of potential hazards. Students and leaders are warned about the trip hazards before entering the education room and moving around the service wing. Leaders and facilitators will monitor throughout the session.	2	2	4
Trying on costumes.	Leaders, students, EH staff/volunteers	Students dress with the assistance of a leader and smaller students remove costumes if a lot a movement is required.	2	1	2
Conflict with cars, when walking across the grounds to the education room. Facilitators will meet groups at the gate or the front of the mansion.	Leaders, students, EH staff/volunteers	Groups are walked to the education room on the grass, not the road. The group must stop and check for cars before being led into the service yard. Leaders are to ensure students are in pairs and walking sensibly.	3	1	3
Doors in education room are heavy and swing back in windy weather.	Leaders, students, EH staff/volunteers	Volunteers hold the door and engage the safety catch to hold the door back.	1	2	2
Cobbles by game larder are very slippery, especially in the rain.	Leaders, students, EH staff/volunteers	Information is given about the game larder from a safe distance and groups are not permitted to go close to it.	2	2	4

Trips on uneven floors and steps up/down into rooms.	Leaders, students, EH staff/volunteers	Students are warned about uneven surfaces and steps. Group leaders are briefed that long skirts may be a hazard and to be aware of this if groups are coming in costume. Students should walk carefully and not run (walking as servants would etc.)	2	2	4
Saucepans and some other items in the education room, kitchen and laundry can be heavy or bulky.	Leaders, students, EH staff/volunteers	All participants are made aware of rules for safe handling. Students are told to hold both handles when handling saucepans and to use both hands with all objects. For very small children volunteers or group leaders will need to hold the object by the handle as the children hold the body (i.e. do not let them take the full weight). Objects are checked before the workshop.	1	1	1
The cutlery used within the session are blunt but need to be handled safely.	Leaders, students, EH staff/volunteers	Students are told to move the cutlery with care. For small children volunteers will move the cutlery for them. Volunteers and adults are to be close to the table at all times, to ensure careful handling.	1	1	1
Open lit fire in the kitchen (not always lit).	Leaders, students, EH staff/volunteers	If lit, the fire is always manned by a member of staff who will steer children away. Objects are placed to restrict access (e.g. the warming cupboard).	2	1	2
Interaction with the general public.	Leaders, students	Students must be supervised by accompanying adults whilst on site and in all public areas accessible by other visitors, such as toilets.	2	1	2
Students getting lost/separated from the group.	Students	Appropriate supervision ratios are required at all times. Accompanying adults will be spread among the students, at least one leader to be at the rear of the group. There are clear site procedures in place for missing children.	3	1	3

Risk = consequence x likelihood in the context of a task i.e. when undertaking this task how bad could it be if it went wrong (almost regardless of whether it would) and what are the chances of it going wrong. They are both qualitative judgements based on objective data.

The Consequence Evaluation

The data you need to evaluate consequence (in the context of the task) are:

- Hazard - the thing with the potential to cause harm.

Consequence is graded on the three point scale where:

- 3 is death or life changing injuries
- 1 is first aid treatable injuries
- 2 is everything else.

The Likelihood Evaluation

Local knowledge/information will help judge the chances of the accident happening. It will include things like:

- Frequency and duration
- Numbers of people, vulnerable people
- The environment the activity is carried out in e.g. inside/outside, time of day, weather, distractions
- Accident/incident history
- Controls/supervision
- The equipment involved and its level of maintenance
- Anything else relevant to the likelihood evaluation.

It is not necessary to try to collect every piece of data that might have an effect on the likelihood; we just need to collect the most important pieces of data.

Likelihood is graded on the English Heritage three point scale where:

- 3 is almost certain to occur
- 1 means we would be surprised if the accident happened
- 2 is everything else.

Risk

Risk is calculated by multiplying the consequence rating by the likelihood rating giving potential risk ratings of:

- High (6 and 9)
- Medium (3 and 4)
- Low (1 and 2).