

KENWOOD, HAMPSTEAD

Risk Assessment for Discovery Visit Session

Activity: Keeping House, 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 Keeping House 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		
Trip, slips and falls from the uneven floors and artefacts.	Leaders, students, EH staff and volunteers	Students and leaders are warned before entering the room of the trip hazards. Facilitators are made aware of the risks and are then able to inform education groups of potential hazards. Leaders and facilitators monitor throughout the session.	2	2	4
Trying on costumes and handling objects. The risk of trips, slips, falls, nips and cuts.	Leaders, students, EH staff and volunteers	Students dress with the assistance of a leader. Students are given safety instructions. Leaders and facilitators monitor throughout.	3	1	3
Trips over boxes/hazards in corridor between exit and education room.	Leaders, students, EH staff and volunteers	Verbally draw attention to the possible hazard. Minimise risk by checking area prior to the visit.	1	2	2
Trip on fireplace fender when in the education room.	Leaders, students, EH staff and volunteers	Verbally drawing attention to the risk and keeping group away from that area. Blocked with a table.	2	1	2
Trips over carpet edges, rugs, link chain barrier and metal path borders.	Leaders, students, EH staff and volunteers	Verbally drawing attention to the risks. Students will be asked to take care when walking around the site.	2	2	4
Allergies if handling and grinding spices and cream.	Leaders, students, EH staff and volunteers	Verbally drawing attention to the risk that they are handling perishables - no eating of the cream. Teachers reminded at the start of the start of the activity. Removal of spices and cream if allergies are mentioned by the group leader prior to the visit.	3	2	6

Grazing or cutting skin on the cutlery during the 'handling and cleaning process'	Leaders, students, EH staff and volunteers	Cutlery is blunt and not in working order. Verbally drawing attention to the risk and to handle with care.	1	1	1
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	2

Risk Assessments for Discovery Visits

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).