

## OSBORNE, ISLE OF WIGHT

### Risk Assessment for Discovery Visit Session

Activity: The Queen is Coming Discovery Visit, Key Stages 2–3  
 Duration: 75 minutes  
 Created: 11 August 2021  
 Review date: 11 August 2022  
 Prepared by: Education Visits Officer (Hampshire and IoW)

#### Description and Notes

This risk assessment covers The Queen is Coming Discovery Visit from when the group meets the facilitator at the basement security door, to the time when the session ends and the group leaves the basement. 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		
			1	2	2
Tripping on rugs, furniture, stored items.	Leaders, students, EH staff	Facilitator will check and remove any hazards on route through the basement area. Large storage crate will be provided for bags and coats. Students will be asked not to run and to be careful how they move around the room.	1	2	2
Carrying out practical tasks and handling objects. The risk of minor cuts, allergic reaction to polish.	Leaders, students,	Students will work in small groups closely supervised by an adult. Risks and safe handling will be demonstrated prior to students commencing a task. Students will wear cotton gloves for all tasks involving any polish. Leaders will be asked to identify any student with any allergies or needs which may increase risk and adaptations will be agreed prior to start of the activity.	1	2	2
Risk of feeling sick/faint due to smells and warmth of room in warmer weather.	Leaders, students, EH Staff	Facilitator will ensure windows are opened at least 30 minutes before a session begins in warmer weather. Spill pack will be available. Students will be reminded to have a drink of water and use toilet prior to the start of the session.	1	2	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).