

STONEHENGE, WILTSHIRE

Risk Assessment for Discovery Visit Session

Activity: Neolithic Life
 Duration: 120 minutes
 Created: 1 September 2022
 Review date: 1 September 2024
 Prepared by: Education Visits Officer (Stonehenge)

Description and Notes

This risk assessment covers the Neolithic Life Discovery Visit from when the group meets the facilitator at the Groups Building, 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		
			2	1	2
Object handling in the Neolithic Houses	EH facilitators, Leaders, Students	Appropriate supervision ratios are required at all times; ratio in the Neolithic house is 1:10 with a maximum of 10 students in the house at once. Group leaders must manage student activity and behaviour at all times. Students are instructed how to handle objects safely and work over a table or are seated when lifting and holding objects. Replica tools and weapons have blunt edges and tips. Facilitators will have received training to identify risk and inform groups of potential hazards.	2	1	2
Entrance to Neolithic Houses, small and low doorways	EH facilitators, Leaders, Students	Before entering the Neolithic Houses the EH facilitator will give instruction to the whole group to be mindful of the height and width of the doorway. Leaders to supervise student's entry into the houses.	2	1	2
Moving vehicles and vehicle accidents.	Leaders, students, EH facilitators	Appropriate supervision ratios are required at all times. Group leaders must manage student activity and behaviour at all times. The coach park is managed at all times and there is steady traffic in this area throughout the day. There is a queuing system with barriers on both bus platforms, with staff managing queues and access to buses. There is a sign posted maximum speed of 20mph	3	1	3

		on site. The buses meet all current road safety standards and all bus drivers hold a PSV licence.			
Courtyard Doors into the education space are heavy and swing back in windy weather.	Leaders, students, EH facilitators	Up to 2 EH facilitators hold the door open in windy weather and will close the door once all Leaders and Students are within the courtyard space.	1	2	2
Risk of slips, trips and falls when rotating around the Education Room	EH Facilitators, Students, Leaders	Verbally drawing attention of all potential hazards in the room and informing all Students and Leaders of all the various workstations so they are careful when rotating around the space.	2	2	4
Object handling in the classroom	EH Facilitators, Students, Leaders	Group leaders must manage student activity and behaviour at all times. Students are instructed how to handle objects safely and work over a table or are seated when lifting and holding objects. Replica tools and weapons have blunt edges and tips.	1	1	1
Quern handling (grain grinding).	Leaders, students, EH facilitators	Appropriate supervision ratios are required at all times. Group leaders must manage student activity and behaviour at all times. The quern is positioned ahead of the session and is not to be moved by students. Always use two hands when lifting the hand stone. Grinding is done using a rubbing motion, not hitting and hands should always be on the top of the hand stone. Students will be informed by the facilitators they are unable to eat any of the wheat and flour that is made.	1	1	1
Uneven footing and ground obstructions.	Leaders, students, EH facilitators	Appropriate supervision ratios are required at all times. Group leaders must manage student activity and behaviour at all times. Running is not permitted on the site. Movement on site follows designated paths wherever possible and verbal warning of specific hazards will be given during the session. Walking or climbing on wood piles is not permitted.	2	1	2

Students getting lost/separated from the group.	Students	Appropriate supervision ratios are required at all times. Coloured wristbands identify students from Education groups and there are clear site procedures in place for missing children	2	1	2
Severe/adverse weather.	Leaders, students, EH facilitators	The group is informed in advance to dress appropriately for the weather (heat, cold, wind, rain, sun). This session takes place entirely outdoors.	1	2	2
Bites and stings.	Leaders, students, EH facilitators	Accompanying adults will carry necessary medication for any students with allergies. EH facilitators will be aware of any unusual insect activity on site. All dogs on site must be on leashes; please do not approach them.	3	1	3
Thistles and long grasses	Leaders, students, EH facilitators	The group is informed in advance to dress appropriately for the landscape (trousers, close-toed footwear). Movement on site follows designated paths wherever possible and verbal warning of specific hazards will be given during the session.	1	1	1
Emergency situation at the property	Leader, students, EH facilitators, Property Team	In case of an emergency the EH property team will inform the EH facilitator about the appropriate actions and will take control of the situational response. The teacher will be expected to have oversight and control of their class to allow for the most effective response.	3	1	3
Protest at Stonehenge	Leader, students, EH facilitators, Property Team	Due to A303 tunnel, there is a higher risk of protestors coming onto the property via the landscape. Protests are generally peaceful in nature and focused on the monument itself. Training and emergency response measures are in place for protests at Stonehenge and surrounding environs. Emergency protocols are to be followed in this instance with the EH facilitator connected to their radio at all times.	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).