RISK ASSESSMENT

Method

1) **Identify** all the hazards your activity may pose to people. Write down each hazard and its possible harmful effects.

A common hazard with a drinks reception is broken glass, as it may cause guests to cut themselves.

2) Score the **severity** of each hazard 1 - 5, 1 meaning that the potential harm is minor (a scratch) and 5 meaning the potential harm to a person is very serious (grave injury or death)
A cut from a shard of broken glass at a party could be nasty, but probably not more severe than a small deep cut to the hand or foot = score of 3

2) Score the **likelihood** that this hazard will cause harm to a person.
If there is broken glass on the floor, how often do people end up cutting themselves? Not always, but often! = score of 3

3) **Calculate the risk score** by multiplying the Severity and Likelihood together.
Broken glass: severity: 3 x likelihood: 3 = Risk score of 9

3) Ultimately risk assessments are a tool to find ways to **eliminate or reduce risk** before you do the activity. So the final step is to identify ways to reduce the risks you have already noted, and rescore the severity and likelihood with those changes in mind. This creates the **final risk score**.
Operate a no-glass policy and completely eliminate the risk of cuts from broken glass, as there is no glass to break. Final risk score = 0
Or
Operate a breakage policy, where you have staff trained and equipped to deal with broken glass swiftly and safely, thereby reducing the likelihood that anyone will be cut. The severity would remain the same if you did get cut. Final risk score: S:3 x L2 = 6. Reduced, rather than eliminated.

The Hierarchy of risk

There is a method of priority when it comes to reducing risk, abbreviated to **ERIC P**. This is a helpful reference when thinking of ways to improve your risk score.

Eliminate the hazard. Redesign the job, or find an alternative that poses no danger.

Why use real candles when you could use an electric light and remove the fire risk completely?

Reduce the hazard. Can you make it safer, do less of it, or have less people doing it?

Put less candles out. Use tea lights instead of taper candles, that have smaller flames and are less easy to knock over. Don't put candles on or next to soft furnishings. Don't leave a candle unattended.

Isolate the hazard by restricting access to it.

Put candles in a sturdy holder that safely encloses the flame. Keep candles out of reach of students and curious adults.

Control the hazard by using established safe systems of work, training, and supervision.

Task a fire-trained staff member with supervising the candles when lit. Keep working fire extinguishing equipment at the ready.

Personal protective equipment is to be used when the only option left is to physically protect yourself.

Wear a helmet, gloves, goggles – whatever is the appropriate protective clothing for the hazard.

RISK ASSESSMENT

ACTIVITY DETAILS:

Name of Activity	Schools Offer – Self-Led Visits	Museum lead	Creative Learning Team, VE Staff
Date(s) of activity	From December 2024	Spaces used	Rooms through Time, Home Galleries, Studio, Learning Pavilion, Lunch Room

DESCRIPTION OF ACTIVITY
Seld-led school visit, comprising of group exploration of the galleries, use of a lunch space and outdoor spaces.

Spaces:

Space	**Hazard**	**Potential Harm / Injury**	**Persons at Risk**	**Steps to be taken to reduce the risk**	**Risk Score** ***Severity x Likelihood = Risk***
All	**Injury:** slips, trips and falls indoors and outdoors	Potential minor to moderate injury	Students, teachers	All visitor pathways are clear of obstruction, maintained and monitored by VE staff for spills or trip hazards. Outdoor spaces have uneven surfaces, may potentially be wet and slippery. Indoor routes to be used if wet outside. First Aid kits and trained first aiders are available on site.	2 x 2 = 4

All	**Lost student:** Students get lost during movement around the museum or gardens	Lost, injured, unwell or in danger	Students	Visitor Experience team briefed on school group being in the museum and regularly reminded of lost student procedure. School staff supervising students at all times. A safe ratio of adults:children dependent on age should be adhered to at all times during the visit. Lost children should be reported as soon as possible to a member of staff. Any Safeguarding incidents, disclosures or allegations will be reported to the DSO or Duty Manager and recorded, reported and investigated following the Safeguarding Procedures. CCTV in operation.	5 x 1 = 5
All	**Safeguarding concern or incident:** Disclosure by or incidence against student happens during workshop.	Negative mental health impact, injury or serious danger.	Students	All staff are to be reminded of the safeguarding procedure. Students will be supervised constantly by staff members and teachers with DBS check, including gallery and toilet areas. Any Safeguarding incidents, disclosures or allegations will be reported to the DSO or Duty Manager and recorded, reported and investigated following the Safeguarding Procedures.	5 x 1 = 5
All	**Fire**	Burns	Students, all staff	Building will be staffed with a suitable quantity of Fire Marshalls and VE staff, who are trained and responsible for executing building-wide evacuation procedure building wide in case of alarm activation.	5 x 1 = 5

				Fire alarms, call points and fire extinguishers are maintained and tested regularly, and known to be operable.	

Risk Assessment carried out by	Mimi Buchanan, Learning Officer	Date	10.12.2024