

# 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.

**E**liminate 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?*

**R**educe 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.*

**I**solate 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.*

**C**ontrol 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.*

**P**ersonal 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 - Workshops	Museum lead	Mimi Buchanan
Date(s) of activity	From December 2024	Spaces used	Rooms through Time, Home Galleries, Studio, Learning Pavilion, Lunch Room

DESCRIPTION OF ACTIVITY
<p>School groups will visit the museum for two-hour facilitated workshops focusing on the following themes:</p> <ul style="list-style-type: none"> <li>• Exploring Home</li> <li>• Equality &amp; Activism</li> <li>• Patterns, Migration &amp; Identity</li> <li>• Sustainability &amp; Object Lifecycles</li> </ul> <p>Each class will be introduced to the theme, explore the museum in groups and take part in creative activities responding to the theme.</p>

Spaces:

Space	Hazard	Potential Harm / Injury	Persons at Risk	Steps to be taken to reduce the risk	Risk Score <i>Severity x Likelihood = Risk</i>
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Workshop Space	<b>Materials and equipment use:</b> improper use of equipment including scissors and lino cutting tools	Potential light injury/cuts & bruises	Students	<p>Workshop lead to discuss safe use of any materials that have potential risk attached.</p> <p>Scissors to be kept on tables (or floor for early years) and used only when students are seated.</p> <p>Lino cutting tools to be kept on tables (or floor for early years) and used only when students are seated.</p> <p>School staff, workshop leads and volunteers supervising students at all times.</p> <p>First aid box available in the workshop space.</p>	2 x 1 = 2
All	<b>Injury:</b> slips, trips and falls indoors and outdoor	Potential minor to moderate injury	Students	<p>First aid box available in the workshop space.</p> <p>All visitor pathways are clear of obstruction, maintained and monitored by VE staff for spills or trip hazards.</p> <p>Outdoor spaces have uneven surfaces, may potentially be wet and slippery. Indoor routes to be used if wet outside.</p>	2 x 2 = 4
All	<b>Lost student:</b> Students get lost during movement around the museum or gardens	Lost, injured, unwell or in danger	Students	<p>Visitor Experience team to be briefed on school group being in the museum and regularly reminded of lost child procedure. Facilitator to have a radio for reports.</p> <p>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.</p> <p>Lost children should be reported as soon as possible to a member of staff.</p>	5 x 1 = 5

				<p>Any Safeguarding incidents, disclosures or allegations will be reported to the DSO and Duty Manager and recorded, reported and investigated following the Safeguarding Procedures. Facilitator to have a radio to contact VE if needed.</p> <p>CCTV in operation.</p>	
All	<p><b>Safeguarding concern or incident:</b></p> <p>Disclosure by or incidence against student happens during workshop.</p>	<p>Negative mental health impact, injury or serious danger.</p>	Students	<p>All staff are to be reminded of the safeguarding procedure.</p> <p>Students will be supervised constantly by staff members and teachers with DBS check, including gallery and toilet areas.</p> <p>Any Safeguarding incidents, disclosures or allegations will be reported by Workshop Lead to Learning Officer and school staff. Learning Officer will then report DSO or Duty Manager who will record, report and investigate following the Safeguarding Procedures. Facilitator to have a radio to contact VE if needed.</p> <p>Lone working with students will not take place and physical contact should never be instigated with a student.</p>	5 x 1 = 5
All	<b>Fire</b>	Burns	Students, all staff	<p>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.</p> <p>Fire alarms, call points and fire extinguishers are maintained and tested regularly, and known to be operable.</p>	5 x 1 = 5

All	<b>Covid 19 and other viral illness</b>	Serious illness	Students, all staff	Hand sanitiser and handwash are available in offices and sink areas.	5 x 2 = 10
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Risk Assessment carried out by	Mimi Buchanan, Learning Officer	Date	10.12.2024
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