ENGLISH HERITAGE EDUCATION

WALMER CASTLE AND GARDENS, KENT
Risk Assessment for Discovery Visit Session

Activity: Plot to Plate, Key Stage 1-2
Duration: 75 minutes
Created: 1 September 2023
Review date: 1 September 2024
Prepared by: Education Visits Officer (Kent)

Description and Notes
This risk assessment covers the Plot to Plate 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		
Moving vehicles around site.	Leaders, students, EH staff & EH volunteers	Leaders to warn students of risk, staff and facilitator to warn students of risk. Leaders and facilitators to monitor constantly throughout outdoor parts of the session. Facilitators will have received training to identify risks and inform education groups of potential hazards.	3	1	3
Tripping over bags and coats.	Leaders, students, EH staff & EH volunteers	Ensure all bags and coats are put in the cloakroom area before the session or kept with participants throughout.	1	2	2
Tripping on paths, steps and uneven ground.	Leaders, students, EH staff & EH volunteers	Verbally draw attention to risks. Children will be asked not to run and to be careful when moving across the site at all times. Facilitators will have received training to identify risks and inform education groups of potential hazards.	2	2	4
Trip hazard from wet weather. Risk to getting cold and or hot from extreme or inclement weather.	Leaders, students, EH staff & EH volunteers	All parties to check the weather prior to arriving and to come dressed for the weather. Waterproof shoes and a warm rain jacket and/or sun hat and sunscreen. Facilitators will have received training to identify risks and inform education groups of potential hazards.	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 injures
- 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).