

STONEHENGE, WILTSHIRE

Risk Assessment for education led session

Activity: Neolithic Life Discovery Visit, Key Stage 2-3
Site: Stonehenge
Date updated: 15 February 2017
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Prepared by: Education Visits Officer, Stonehenge

Description and Notes

This risk assessment covers the Neolithic Life Discovery Visit from when the group meet our education volunteers at the education room, to the point where the education volunteers end the session. It does not cover the walk from the car park/ coach park to the education room, the visitor centre and the stone circle, this information can be found on the [hazard information sheet](#).

The activity consists of a 120 minute session, the first hour is in the education room using interactives, objects and costumes, the second hour is at the Neolithic Houses where they will do a range of activities. During this time the students will have the opportunity to dress up, handle replica artefacts and take part in a number of hands-on activities outdoors. The ratio inside the houses is 1:10 with a maximum of 15 students inside a house at any one time, during a led session. Students must be supervised at all times.

Hazard	To whom	Initial Risk S x L = R			Control Measures	Risk after controls		
		S	L	R				
Trips over coats and bags.	Adults, students, staff	3	3	9	Ensure that the bag cages are provided are used to allow walkways to be kept clear. Coats are to be kept on chairs.	3	2	6
Handling collection - dropping or unsafe handling of objects.	Adults, students, staff	3	2	6	Students to be under adult supervision when lifting and studying the objects. Instruct the students in how to hold the objects if the object is sharp or too heavy for the student.	3	2	6
hot surfaces/fire resulting burns	Adults, students, staff	3	4	12	Volunteers lighting the fires must be trained by Guy Hagg and follow the SSOW at all times Fires must be well maintained to provide sufficient cooking heat without creating large flames. Gloves must be worn when handling potentially hot items. Heat proof gloves must be worn by volunteer when turning the cooking stone. Hot items should be removed from the houses; no hot items will be left in the houses after a fire has been extinguished. The size of fire must be carefully controlled to ensure a small bright flame which is maintained by a volunteer. The fire must be maintained to form a small hot core rather than a wide sprawling ember bed managed by a volunteer. Students and group leaders must not add any fuel to the fire. Students must not be encouraged to add fuel at any time. Combustible objects must be stored off the chalk floor.	3	2	6

					<p>The group must be carefully briefed before they enter the house – concerning the presence of a fire and how to behave around it as well as the few seconds their eyes will take to adjust to different light levels. While explanations are happening it is best to seat the students on the beds. Firewood supplies and kindling must be kept out of reach of students.</p> <p>The floor of the house must be well swept prior to use to ensure the fire cannot spread.</p> <p>Students must not attempt to remove the cooked bread from the fire or to turn it while it is cooking.</p> <p>Spatulas should be used to turn the cooking bread.</p> <p>The bread must be properly cooked and be firm to the touch when tested.</p>			
Smoke inhalation	Adults, students, staff	5	4	20	<p>All fires create smoke and fumes, competent adults must avoid the inhalation of smoke. They should understand where to stand or crouch to avoid the smoke and the method of keeping the fire hot rather than smouldering. Ensure the building is well ventilated and keep the fire hot (visible flames) to reduce smoke output by keeping the door open.</p> <p>Kiln dried silver birch must be used for burning.</p> <p>Wood must be split down to large kindling size (see SSOW) to ensure a bright, hot and quick burning fire.</p> <p>Wood should be added to the hot fire in small amounts but regularly.</p> <p>A volunteer will be in the hut managing the students and another adult on the door managing access to the hut.</p> <p>Maximum of 15 students in the house, sitting on the beds, this is to be reviewed at every session.</p> <p>Students, staff, volunteers and teachers with a pre-existing bronchial medical condition are not permitted in the huts with the fire.</p> <p>Schools are instructed to inform English Heritage if a student is asthmatic, who will inform the volunteer leading the session.</p> <p>There is a strict 60 minute time limit in the house with the fire.</p>	5	2	10
Spread of fire	Adults, students, staff	6	4	24	<p>The fire must be restricted in size by the volunteer.</p> <p>Volunteers must control firewood collection and placing on the fire to ensure a small but hot fire.</p> <p>Non spitting wood types must be selected for burning within the buildings.</p> <p>Floors must be kept clean and swept regularly to avoid a build-up of grass and straw.</p> <p>Combustible objects must be stored off the chalk floor.</p> <p>Fire blanket, bucket of sand and bucket of water must be present in each building and located in an easily accessible location.</p> <p>Firewood supplies must be kept in a covered basket to avoid the public helping themselves.</p> <p>Firewood must be kept short. Do not place long sticks on the fire.</p>	6	2	12

					Students must wear suitable clothing			
Puncture wounds	Adults, students, staff	4	3	12	Gloves must be worn when preparing and making bramble or nettle rope. The cob must be carefully checked for sharp objects such as flints and sticks by volunteers before a ball of mixed cob is handed to the students to use. First Aiders are available on site.	4	1	4
Slips and falls Tripping / falling on / over wood pile	Adults, students, staff	3	4	12	Walkways must be kept clear at all times The volunteer leading the session should brief group carefully on procedures including always walking and not to climb on wood pile Students must be clearly instructed not to run during this activity. Ensure the wood pile is situated away from the public and the fence line. Students must be advised of the potential for slipping when treading in the mixing pit. Numbers of students may be restricted to the mixing area to reduce pushing. Cordage "Testing" should be conducted while sitting on the ground to avoid falling if it breaks.	3	1	3
Hygiene	Adults, students, staff	3	4	12	Volunteers are provided with basic food hygiene and hand washing training before completing the task. All pre prepared dough must be made in a hygienic setting using appropriate methods and utensils and transferred to the Neolithic house shortly before use. It is crucial that the volunteer washes hands after each session and uses an anti-bacterial gel before touching or working the dough. Students must also use an anti-bacterial gel before touching the dough or eating the cooked bread. Hands must be washed thoroughly after this activity – use the anti-bacterial gel hand wash prior to eating bread. If a student has wheat allergy please contact the Bookings Team who will inform the volunteer leading the session. We have rodent expert who comes twice a week to check on the houses.	3	2	6
Injury to another from carried wood	Adults, students, staff	3	4	12	Volunteers are trained in manual handling and a test questionnaire completed before the task is completed. Brief on correct use of carrying technique which is appropriate to the group. Ideally 1 child to a rod, dragging the hazel using its thick end only.	3	1	3
Specific head injury due to falling from height	Adults, students, staff	3	3	9	All work to be below head height	3	1	3
Trapped toes and falls from fence	Adults, students, staff	4	3	12	'Jumping' on the fence to compact it needs careful supervision and timing. Special attention should be paid to any less physically able students. If in doubt use an adult.	4	2	8
Bruising, trapped or crush fingers	Adults, students, staff	3	3	9	A clear demonstration must be made regarding safe quern use. Show the students how NOT to hold the querns and describe the risk of injury in a humorous way. Querns should not be moved by students. The correct use of hazel anvils and beaters must be clearly demonstrated by the volunteer when making bramble	3	2	6

					<p>rope. The free hand must be kept well away from the anvil when using the beater. Woven hazel rods must be pushed down with open hands to avoid trapping fingers. Clear instructions must be given by the volunteer to ensure hands are removed from the hazel rod before feet are used to tighten the weave. Careful briefing and supervision.</p>			
Whiplash injury from woven wood	Adults, students, staff	3	3	9	An adult must supervise both ends as woven.	3	2	6
Friction burns	Adults, students, staff	4	3	12	<p>Gloves or a leather pad should be used when smoothing a laid in bramble rope. Students should be told how to test the rope safely – by pulling smoothly and gradually. Gloves should be worn when pulling testing the strength of cordage.</p>	4	1	4
Injuries from falling	Adults, students, staff	3	4	12	Students may sit when testing string strength by tug of war. Volunteers must organise the group to ensure they will not fall onto things if the rope breaks.	3	2	6
Poking injuries	Adults, students, staff	3	3	9	<p>The group must be carefully briefed before they are asked to collect hazel rods. One person should go to the pile and drag the rod by its thick end to the fence line. Accompanying adults should supervise this task. Hazel rods must be piled neatly away from the fence line with the thick ends pointing towards the fence line. During the weaving process students should be spaced along the hazel rod to ensure both ends and the middle are controlled. Clear instructions and a demonstration must be made by the tutor. The tutor should supervise from one side of the fence line, while students approach and work on the other. Thin ends should be exposed on the staff side of the fence line to avoid injury to students.</p>	3	2	6
General	Adults, students, staff	3	2	6	It is best to avoid "cob fights" during this activity as transport companies are reluctant to take students covered in the material on their coaches.	3	1	3

Risk Assessment Score overall = 5.8

Risk Assessments for Discovery Visits

Risk assessments are worked out by identifying possible hazards and putting in place measures to significantly reduce the likelihood of the hazard occurring. Once this has been done a simple calculation which multiplies the hazard score for the activity by the chance of it happening gives a risk assessment score. A low score signifies little or no risk; a high score would indicate the activity is potentially dangerous.

Hazard Severity:

1. No risk of injury
2. Slight risk (minor injury requiring first aid)
3. Moderate risk (injury resulting in 3 days off work/school)
4. High risk (resulting in a major injury)
5. Very high risk (causing death or serious injury to an individual)
6. Extremely high risk (causing multiple deaths and widespread destruction)

Multiplied by

Likelihood of Occurrence:

1. Not likely (only under freak conditions)
2. Possible (if other factors are present)
3. Quite possible (if other factors precipitate it)
4. Likely (with other factors or carelessness)
5. Very likely (an accident waiting to happen)
6. Certain

Risk factor of 8 or less: Any activity that scores 8 or under has an acceptable risk factor.

Risk factor between 8 and 12: Any activity scoring between 8 and 12 has a level of risk that may be tolerable but measures must be taken to reduce the risk.

Risk factor of 13 or more: Any activity scoring 13 or more has an unacceptable risk and shouldn't be done.

The numerical scale used is to allow comparisons of risk levels only. No literal meaning is implied by the scoring level.

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