

## Kenilworth Castle and Elizabethan Garden, Warwickshire

### Risk Assessment for Discovery Visit Session

Activity: Life in a Castle, Key Stage 1–2  
 Duration: 75–90 minutes  
 Created: 1 September 2025  
 Review date: 1 September 2026  
 Prepared by: Learning and Participation Officer (West)

#### Description and Notes

This risk assessment covers the Kenilworth Life in a Castle 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 $C \times L = R$		
			1	2	2
Uneven paths and ground with low stone foundations.	Leaders, students, EH staff	Students will be advised of this hazard prior to beginning the session and must be supervised at all times by accompanying adults. Verbal warnings of particular hazards will be given during the session and movement on site will follow designated paths wherever possible. Facilitators will have necessary training to identify risk and inform education groups of potential hazards. Running on site will not be permitted and extra care must be taken in wet and/or windy weather.	1	2	2
Steep steps and stairs.	Leaders, students, EH staff	Students and leaders will be advised of this hazard during the session and students must be supervised at all times by accompanying adults. Handrails to be used on stairs where provided.	3	1	3
High walls and sheer drops.	Leaders, students, EH staff	Students and leaders will be advised of this hazard prior to beginning the session and must be supervised at all times by accompanying adults. Students and adults will be reminded to keep back from unguarded drops. Climbing on walls, trees and over barriers will not be permitted.	3	1	3

Handling objects and artefacts.	Leaders, students, EH staff	Objects have been blunted where possible. Students will be given safety instructions. Leaders and facilitators will monitor throughout. Students will be asked not to touch, handle or try on any of the objects without express permission. Follow guidelines for handling objects, always under adult supervision.	2	1	2
Falling masonry and/or tree branches.	Leaders, students, EH staff	Site staff will check site for fallen masonry and/or tree branches and secure the area before opening the site.	3	1	3
Severe/adverse weather.	Leaders, students, EH staff	Site staff will advise of risks on the day and restrict access to areas of the site or whole site as necessary.	2	1	2
Bites and stings.  There are active beehives situated in the orchard. The area is fenced off and is clearly signposted.	Leaders, students, EH staff	Accompanying adults must carry necessary medication for any students with allergies. Site staff will be aware of any insect nests on site and ensure the group keep clear.	2	2	4
Animal and bird faeces.	Leaders, students, EH staff	Wash hands before eating meals to prevent ingesting bacteria.	2	1	2
Plant material.	Leaders, students, EH staff	Students will be advised to avoid touching the plants; site staff will ensure garden is well kept and plants trimmed back from walkways.	1	2	2
Birds in the aviary.	Leaders, students, EH staff	Birds may bite. Students will not be permitted to put fingers through the wire of the aviary or attempt to feed the birds.	1	2	2
Interaction with the general public.	Leaders, students, EH staff	Students must be supervised by accompanying adults whilst on site and in all public areas accessible by other visitors, such as toilets.	2	1	2
Students getting lost/separated from the group.	Students	Appropriate supervision ratios are required at all times. Accompanying adults will be spread among the students, at least one leader to be at the	3	1	3

		rear of the group. There are clear site procedures in place for missing children.			
--	--	---	--	--	--

## 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).