

Lullingstone Roman Villa, Kent

Risk Assessment for Outreach Session

Activity: Learning from Archaeology Outreach Session
 Duration: 45 minutes – 1 hour
 Created: 1 September 2024
 Review date: 1 September 2026
 Prepared by: Learning & Participation Officer (South) & Gaby Pilcher

Description and Notes

This risk assessment covers the Outreach Session from when the facilitator arrives at the school, to the time when the facilitator departs.

Hazard	Who is at risk?	Control measures	Risk after controls C x L = R		
Obtaining parental consent	Students	Group leader to ensure parent/guardians are aware of the session and have given consent for their child to participate.	2	1	2
Facilitating session in an unfamiliar school	EH Staff and EH Volunteers	LPO & Facilitator to liaise with school in advance of outreach visit and pass on information to session facilitators via Ventrata. Group leader to provide information about the school, share safeguarding procedures and provide a contact point and number for the outreach visit through Ventrata.	2	1	2
Session Space	EH staff and EH volunteers	Facilitators made aware of any potential hazards in advance of the session. School space facilitated by trained and competent staff, at all times. Teachers and teaching support staff advised to supervise their students at all times.	2	1	2
Use of toilet facilities	EH staff and EH volunteers	Identify location of staff toilets at school. English Heritage staff and volunteers to be escorted to toilets. Spillages reported to school and cleaned.	2	1	2
Dropping or unsafe handling of objects including ceramics. Risk of nips and cuts.	Leaders, Students, EH staff and EH volunteers.	Facilitators are made aware of the risks and are then able to inform education groups of the potential hazards. All participants are made aware of rules for safe handling. Students will be asked to sit when handling objects and adults are asked to supervise the handling of 'precious' objects. Objects are checked before the workshop.	1	1	1
Allergic reaction to replica metal strigils.	Leaders, Students, EH staff and EH volunteers	All participants are made aware of rules for safe handling, including not scraping the strigil across bare skin.	2	2	4

Allergic reaction or sensitivities to seashells (oyster shells) and animal bone in handling boxes.	Leaders, Students, EH staff and EH volunteers	All participants are made aware before session and changes made to session if required.	2	2	4
Fire or other emergency requiring action or evacuation	EH staff and EH volunteers	Experienced and competent staff and volunteers deliver sessions. High levels of vigilance maintained by team at all times. Outreach sessions delivered at schools who have their own fire procedures in place. Fire hazards identified reported to school.	2	1	2
Delivering the session to vulnerable children	EH staff and volunteers	School to provide details of access needs, learning requirements, safeguarding issues in advance of session. Outreach session led in defined area by experienced and competent staff and volunteers. Staff and volunteers never place themselves in a position where they are alone with students. High levels of vigilance maintained by team at all times. Outreach sessions delivered at schools who have their own safeguarding measures in place and shared in advance.	2	1	2
A safeguarding breach	Students	Ensure there is always a group leader who is DBS checked present with the group at all times during the session. English Heritage facilitators and LPOs are DBS checked and have attended training. They will follow all relevant EH policies and procedures, including those related to safeguarding. Group leaders are advised that they should consider their schools own safeguarding and risk assessment policies for workshops delivered by a third party. Facilitators will never ask for personal information. Any disclosure to be escalated in line with safeguarding procedures.	2	1	2
Safe and disruptive free delivery	Leaders, Student, EH staff and EH volunteers.	All participants to ensure behaviours are in line with respective behaviour policies. Group leader to be present in the class at all time and be responsible for classroom management. Group leader to undertake their own classroom space risk assessment. Facilitator to ask group leader to manage any movement by group. High levels of vigilance maintained by staff and volunteers at all times. Abusive behaviour reported to school.	2	1	2

Risk Assessments for Discovery Visits & Outreach sessions

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)