

## Marble Hill, Richmond

### Risk Assessment for Discovery Visit Session

Activity: Marble Hill Uncovered – A Local History Study Discovery Visit, Key Stage 2  
 Duration: 105 minutes  
 Created: 1 September 2025  
 Review date: 1 September 2026  
 Prepared by: Learning and Participation Officer (South)

#### Description and Notes

This risk assessment covers the Marble Hill Uncovered 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 $C \times L = R$		
Tripping on paths, steps and uneven ground.	Leaders, students, EH staff and Volunteers	Facilitators are made aware of the risks to inform education groups of the potential hazards. Facilitators to verbally draw attention to the possible hazard. Students will be asked not to run and to be careful when moving across both sites at all times. Leaders and facilitators monitor throughout the session.	2	2	4
Pushing and collision with other visitors on stairs and in corridors, in the event of a fire alarm.	Leaders, students, EH staff and volunteers	The group will be advised of any test alarms happening on the day of their visit. The fire procedure will be confirmed along with the assembly point. Expected behaviour in the event of a fire will be explained. Groups will be asked to walk calmly to the assembly point.	2	1	2
Trips on carpet edges, rugs, rope barriers while walking around the house.	Leaders, students, EH staff and volunteers	Warnings will be given regarding the historic nature of the house. Students will be asked to walk calmly around the building in an orderly fashion, aware of their surroundings and other visitors.	2	2	4
Trips, slips and falls on uneven surfaces while walking around the grounds. Uneven ground with animal holes. There may be animal faeces on the ground or slippery mud if it has been raining.	Leaders, students, EH staff and volunteers	Extra warnings will be given regarding the nature of the grounds. Students will be asked to walk calmly around the grounds in an orderly fashion, aware of their surroundings and other visitors.	2	2	4

Possible cuts from shells during grotto activity.	Leaders, students, EH staff and volunteers	Broken shells will be removed prior to the session. Verbally draw attention to the hazard. Ask participants to take great care when handling items. Leaders and facilitators monitor throughout.	1	2	2
The risk of nips and cuts when handling the inspirational objects and materials during the creative activity.	Leaders, students, EH staff and volunteers	Students are given safety instructions. Leaders and facilitators monitor throughout.	2	1	2
Risk to getting cold and or hot from extreme or inclement weather.	Leaders, students, EH staff and 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.	1	2	2
Interaction with the general public.	Leaders, students	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 rear of the group. There are clear site procedures in place for missing children.	3	1	3

## 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).