

Learning Sessions Risk Assessment – Compiled June 2017

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| Work Activity / Task: | Formal Learning Sessions |
| Location: | <p>Museum</p> <p>The museum building was built in the early 20th century and was previously used as a gasworks workshop and offices, but is now used as a museum. The building has recently undergone a refurbishment and has brand new facilities, such as a lift for wheelchairs users to access the second floor. There are standard and disabled toilets on the ground floor. There is no dedicated parking, but coaches can pull up within 20 metres of the front door.</p> <p>Sessions take place in a separate room, with doors at both ends and a sink area in one corner for cleaning up. The toilets are located directly next to this room with an adjoining door. The Learning Space can also be used for lunches, where booked.</p> |
| Date: | Learning Sessions take place during weekday school hours throughout the academic year |
| People: | <p>School groups visiting the museum for structured workshops alongside unstructured exploration time in the galleries. Ratio of group leaders to children of 1:6 for KS1 and KS2.</p> <p>There is always a DBS checked member of museum staff present throughout learning sessions, as well as trained volunteers to support activities. Members of museum operational staff and volunteers are also present throughout the building to support visitors.</p> |

| Potential Hazard and Hazardous Event | Who is at risk? | Existing Control Measures | Risk Rating | Additional Controls to reduce risk rating | Residual Risk Rating |
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| Fire evacuation/building evacuation | Staff, volunteers, learners and visitors | <ul style="list-style-type: none"> Evacuation plans and workforce training in place Identified fire escape routes, muster point, extinguishers and allocated members of staff Fire alarm tested weekly and annual fire audits | 1x5=5 (low) | <ul style="list-style-type: none"> Fire evacuation chair and safe zones in place | 1x5=5 (low) |

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| Sessions involve the use of a variety of resources at different heights, with some floor based elements, which may cause slips, trips and falls | Staff, volunteers, learners and visitors | <ul style="list-style-type: none"> • Store surplus equipment under tables • Care to be taken with set up – do not block path ways with equipment | 3x3=9 (medium) | <ul style="list-style-type: none"> • Large floor maps to have rug backing that prevents the material sliding around | 2x3=6 (low) |
| Dressing up activities can create the possibility of slips, trips and falls | Learners | <ul style="list-style-type: none"> • Dressing up items are almost exclusively designed as pieces that are put on over the top of clothing, as opposed to trousers or skirts | 2x3=6 (low) | <ul style="list-style-type: none"> • Assist children where necessary, but keeping safeguarding considerations in mind | 2x3=6 (low) |
| The presence of children or vulnerable adults highlights the possibility of safeguarding Issues | Staff, volunteers, learners and visitors | <ul style="list-style-type: none"> • All museum staff are DBS checked and all volunteers receive a safeguarding induction, as well as signing the Council Safeguarding and Child Protection Policy and Procedures. • A member of both the museum workforce and school/group workforce is to be present at all times • Written permissions gained from the school for photos • Monitored CCTV throughout the building and member of local 'Safenet' to communicate across organisations | 1x4=4 (low) | <ul style="list-style-type: none"> • Learning Space doors to be closed during sessions to discourage children from wandering off or strangers entering • Group leaders to supervise children moving between public toilets adjacent and learning space, rather than museum workforce • Any volunteers undertaking regular regulated activities to also be DBS checked | 1x4=4 (low) |
| The use of unusual handling items, such as replica tools and weapons creates the possibility of injuries from handling items. Tools and craft materials, such as scissors can also cause | Staff, volunteers, learners and visitors | <ul style="list-style-type: none"> • Member of the workforce allocated to support each activity • Group leaders to supervise and manage behaviour to ensure children are careful with handling items and craft supplies • Heavy or sharp items to be given | 3x2=6 (low) | <ul style="list-style-type: none"> • Sharp objects to have additional coverings • First aid kit available if needed | 3x2=6 (low) |

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| injuries | | extra attention on a 1-2-1 basis | | | |
| The use of electrical items, such as laptops creates the possibility of electrical accidents | Staff, volunteers, learners and visitors | <ul style="list-style-type: none"> All electrical items to be kept in good condition and PAT tested annually | 1x5=5 (low) | <ul style="list-style-type: none"> Clear away electrical items when not in use and protect any trailing wires to avoid damage | 1x5=5 (low) |
| The large amount of resources and objects needed within a session creates the possibility of manual handling injuries | Museum staff and volunteers | <ul style="list-style-type: none"> Manual handling training offered to members of museum workforce. Handling box sizes and weights kept within manageable range | 2x3=6 (low) | <ul style="list-style-type: none"> Trolley or sack truck available for moving items | 2x3=6 (low) |
| Exploring the galleries during the unstructured part of the day could present the possibility of slips, trips and falls or lost children | Learners and visitors | <ul style="list-style-type: none"> A wheelchair lift is provided for visitors who have difficulty with stairs Maintain a ratio of adults to children that enables adults to keep track and monitor the children in their care (min 1:6 for KS1 and 2), adults to not leave children unsupervised Lost child procedures in place Emergency lighting in place for the event of power cuts | 2x4=8 (low) | <ul style="list-style-type: none"> Discourage children from running, particularly across the woodblock floor in the courtyard and up and down the stairs | 2x4=8 (low) |

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| Author of assessment: | Signature: | K Bell (Learning Officer) | Date: | 07/06/2017 |
| Manager: | Signature: | | Date: | |

All employees involved in this task must read this assessment and sign below to state they have understood its contents and agree to work to the control measures.

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