

Teachers Information Pack

Thank you for your interest in bringing your class to visit the Jewry Wall Museum.

This pack has been developed to help you get the most out of your visit. Where possible, we recommend that this pack is made available to all teachers who will be present on your visit.

We look forward to welcoming your group to the Museum.

Contact the Learning team on learning@leicester.gov.uk

Contact the Museum on 0116 454 4554

General Information

Booking

Please use the online [learning enquiry form](#) to book a visit. Once this has been confirmed, you will receive a booking confirmation by email, with your itinerary included.

Familiarisation

Once you have a confirmed booking with us, you can book a free familiarisation visit. This is free for the teachers who will be leading your group on the day of your visit. Any additional family or friends will be charged normal admission rates. To book your free familiarisation, please email learning@leicester.gov.uk. If you are unable to attend a familiarisation visit, we recommend that you examine our risk assessment and floor plan carefully and acquaint yourself with the fire exits.

Activity trail

We provide a free colour Trail for school children to use during their visit. These will be ready for you to pick up and use when you arrive, along with pencils.

Facilities

The Museum has toilets at several points around the building.

Ground floor:

There are toilets with level access near the stairs down from the immersive hall. There are also toilets at the end of the exhibition space, down a few steps.

First floor:

There are unisex and accessible toilets, as well as a Changing Places toilet, near the café area.

These toilets are also used by the general public.

The Learning wing of the building has two unisex toilets on the first floor and one accessible toilet on the second floor. These toilets are not used by the general public.

What to expect on arrival

We will meet your group at the coach drop-off point on St Nicholas Circle and escort you to the Museum entrance. Please be ready to confirm the total amount of children and adults in the group. If you are being invoiced after your visit, these are the numbers which we will use to raise the invoice. If you are paying on arrival, please ensure that you allow an extra five minutes for the process of payment.

A member of our staff will spend a few minutes introducing you to the site and the exhibition. Children will then enter the immersive hall in groups of up to 30 at a time, to prevent overcrowding.

Feedback

We would love to hear about your experiences at the Jewry Wall Museum and would welcome any feedback you can provide. Please collect one of our school visit feedback forms from the Admissions desk when you arrive and return it to us using the accompanying SAE. Your feedback is really valuable and helps shape our learning offer.

Gift shop

Space in our gift shop is limited, so we encourage you to visit in small groups.

Ground rules

Please do not eat or drink in the exhibition.

Photography is fine, we ask that you turn the flash off

Exhibition Information

First floor entrance

When you arrive at the main entrance to Jewry Wall Museum, you will enter onto the first floor. There is a large outdoor paved area and a lobby where you will be able to collect your group. There are toilets on the first floor, and plenty of seating as part of the café area.

Immersive hall

The exhibition begins with a 10-minute immersive experience to show you around Roman Leicester. The exhibition runs on a loop, and the doors will automatically open when it is time to enter the hall. Please wait until the doors open before entering the hall.

Ground floor exhibition and Baths site

After the immersive experience is finished, you will make your way down to the ground floor, (via stairs or lift), into the exhibition. The exhibition runs along the full length of the ground floor. There are three cylindrical displays which focus on Civic life, Administrative life and Home life in the Roman town, as well as large mosaics on display and information about the original archaeological dig by Dame Kathleen Kenyon.

Through the exhibition, there are interactive touchscreens with games and activities, and hands-on activities, including 'How to dress like a Roman', 'How to eat like a Roman' and a timeline. Your trail will have information about these activities.

You can also go out the sliding doors to see the Baths site from the ground floor.

Once you have reached the end of the exhibition, there are stairs and a lift in the lobby at the far end, which will bring you back up to the first floor, or up to the Learning wing, for lunch or your learning session.

Travel Information

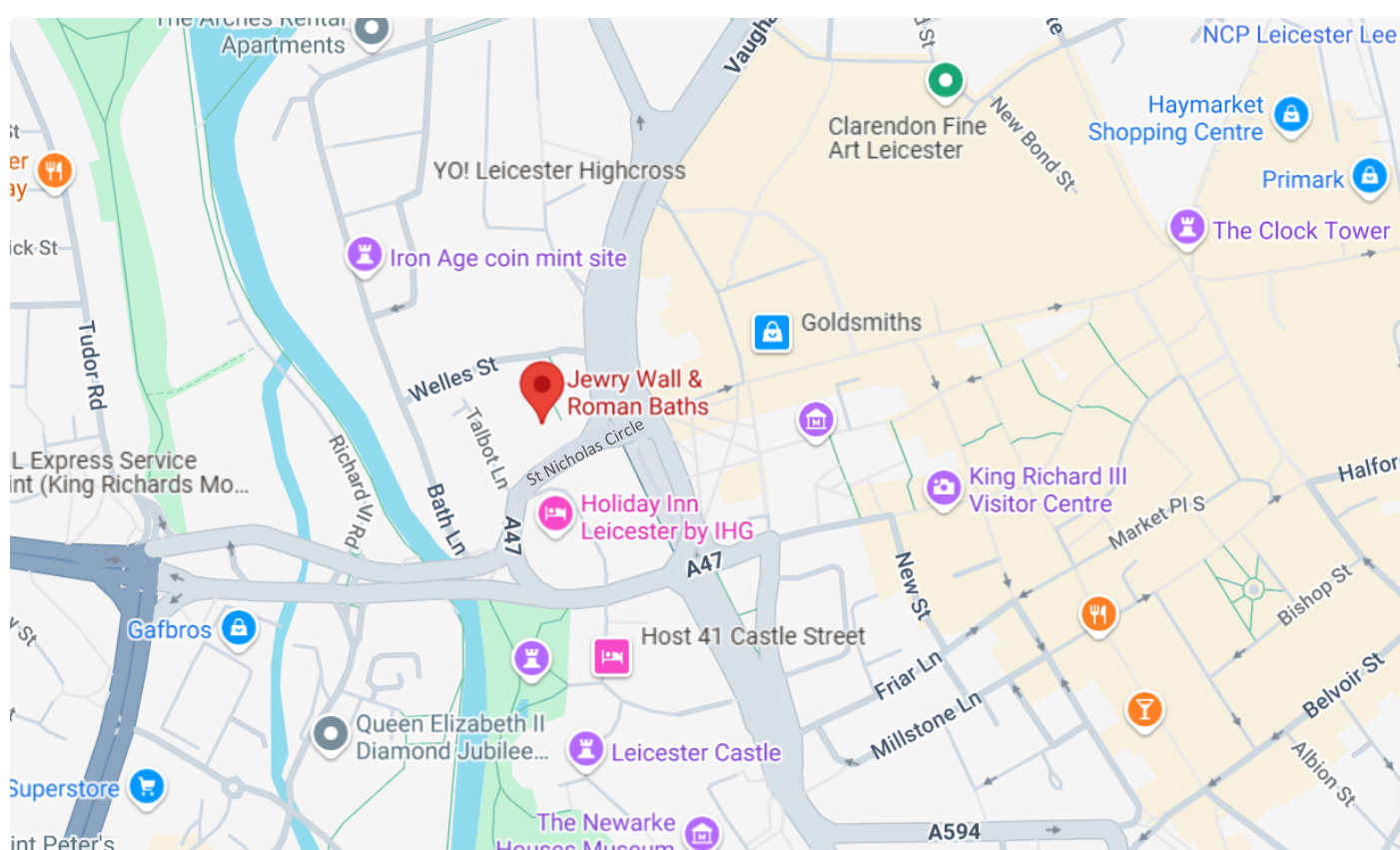
By Coach

Jewry Wall Museum
St Nicholas Circle
Leicester
LE1 4LB

The closest drop off point for coaches is on St Nicholas Circle. There are bus and coach bays directly in front of the Museum entrance for drop-off and pick-up only. If these are full, coaches can pull into Holy Bones/Welles Street, the small street at the rear of the Museum site, for drop-off or pick-up only.

There is on-street parking for coaches available in the city centre, please ask our Bookings Coordinator if you require this for your coach.

You can find us using What3Words **'beast.enjoyable.ashes'**



By Train

The Jewry Wall Museum is approximately 20mins walk from Leicester Station. If you are planning to travel to us by train, please let us know and we can provide information about the best walking route.

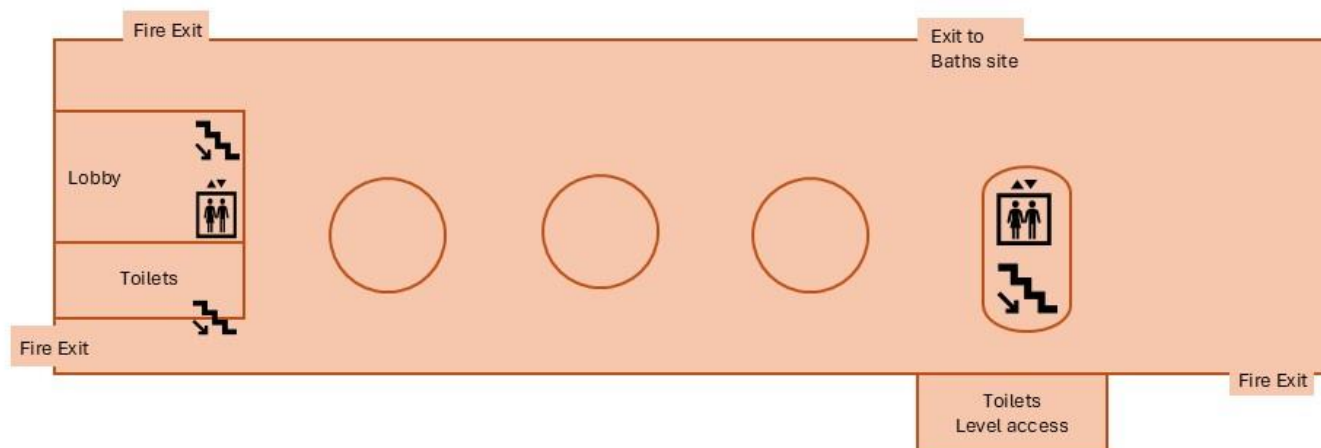
Late Arrival

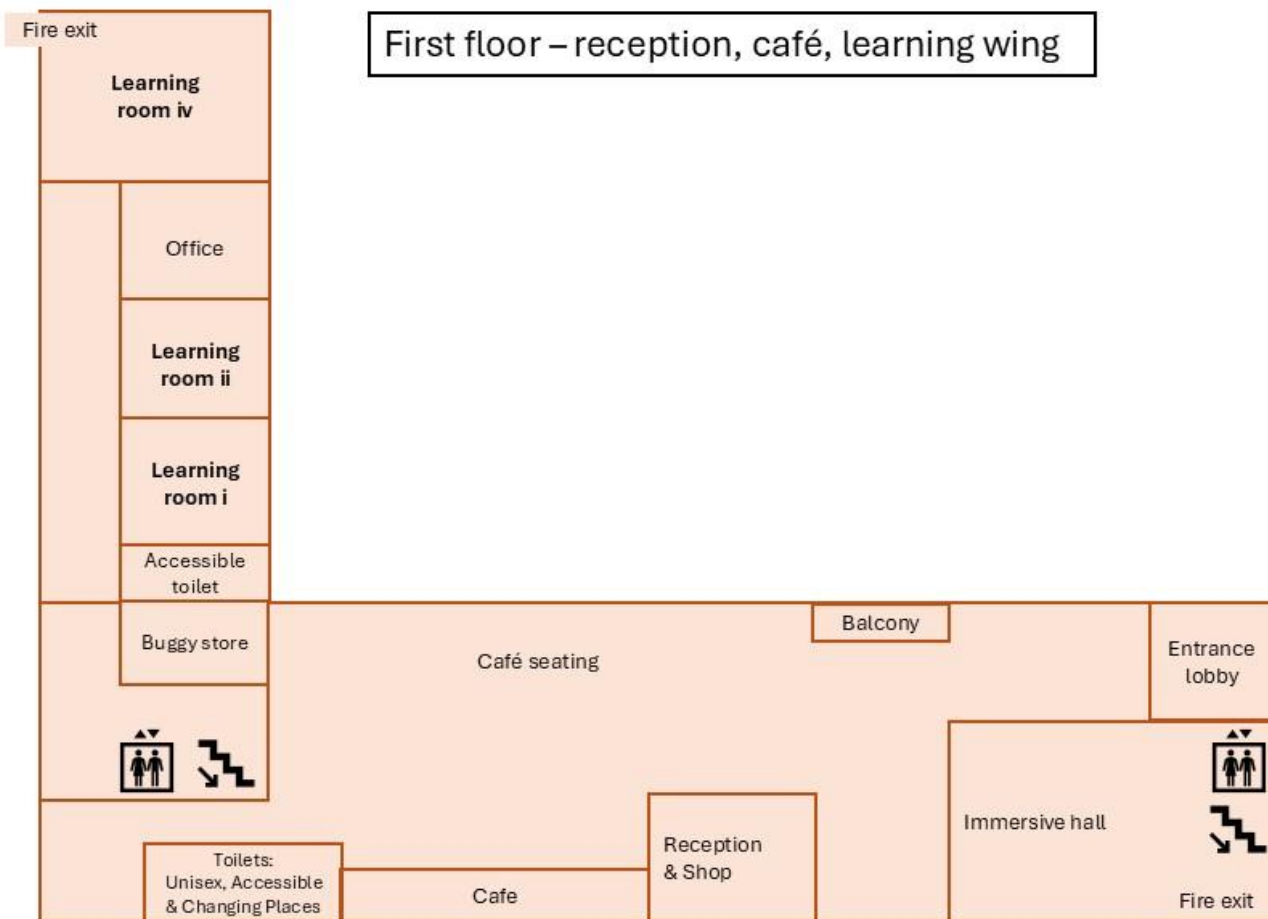
If you expect that you will be late, please let us know as soon as possible by phoning us on 0116 454 4554



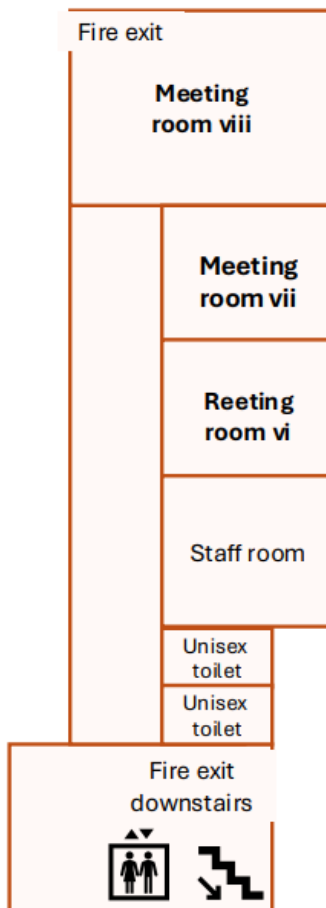
Floor Plans (showing fire exits)

Lower ground floor - exhibition





First floor – reception, café, learning wing



Second floor – Meeting rooms

Significant Findings of Risk Assessment

| | | | | |
|--------------------------------------|---|--|----------------------|--------------------|
| Site / Premises: Jewry Wall Museum | Assessment Carried Out By | Assessment Serial Number: JWM-RA-Ed-20250923 –V1 | | |
| Department: Learning team | Name: Rachel Ayrton Signature: R Ayrton | Date Carried Out or Reviewed | Date for Next Review | Reviewed By (Name) |
| Activity / Process: School visits | Responsible Manager / Team Leader etc Name: Phil Hackett Signature: P Hackett | Nov 2025 | Nov 2026 | Rachel Ayrton |
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Risk Rating.

The Risk Rating process is provided for guidance only. It is the risk assessors' evaluation of the risks that is important, and this may differ from the result indicated by the risk rating matrix. Even after taking the risk rating into consideration employers still have a duty to ensure that enough and adequate control measures are in place to ensure that any remaining risks are kept as low as is reasonably practicable.

| What are the Hazards? (What can go wrong) | Who might be Harmed & How? | Existing Control Measures (What are you already doing to manage the hazards/risks?) | Risk Rating with controls in place | | | Additional Controls Required (Where the existing controls are insufficient to reduce the risk to an acceptable level) Use the scoring table below to assist in planning actions. | Action: By Who? | Action: By When? | Additional Action Completed (Initials) |
|--|---|---|------------------------------------|-------------------|-------------------|--|-----------------|------------------|--|
| | | | Likelihood | Impact / Severity | Risk Rating Score | | | | |
| Coach drop-off bay full | Coaches may have to travel a further 200-300m to Holy Bones to drop off school parties. This would mean school groups having to walk back round to the entrance. There are no roads to cross, but it is beside a busy road. | School visit times (10am – 2:30pm) are outside main rush hour traffic, when there are fewer public buses using the spaces. A member of staff will be waiting for the school's arrival, so can direct the coach, and also escort the group to the entrance. | 3 | 1 | 4 | | | | |

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| | | | Likelihood | Impact / Severity | Risk Rating Score | | | | |
| Slips, trips and falls Trips over equipment/resources not put away. Trips on the stairs. Slips over spillages. | Visitors, staff and contractors could trip or fall resulting in physical injury. | Staff provided with site induction on start and have attended H & S Induction training course. General instructions and procedures in place for housekeeping, spill clearance, recycling, keeping access routes clear, etc. Staff to ask children not to run around inside visitor centre. Floor mats at entrances. Umbrellas stores at reception. Regular cleaning and monitoring. Spilt food to be cleaned up promptly by café team Regular checks by Customer Service Assistants throughout the day. | 2 | 2 | 4 | Monitor this and if needed, remind pupils and teachers again during their visit not to run around. | | | |
| Outdoor Baths site Large grassed areas which can be slippery when wet. Low stone walls which are uneven. There is no clear path around the Baths site without having to walk on the grass, or step over some low stone walls. | Risk of slipping on wet grass, falling/tripping over low stone walls, causing minor injuries or possibly breaks/fractures. | Children to be always supervised by staff. Adult : Child ratios to be always observed. Volunteers or Learning Session Leaders to accompany school groups when they are on the Baths site to warn about hazards. If raining, there is plenty of sheltered space to view the Baths site from without going out onto the wet surfaces. | 4 | 2 | 8 | Monitor this and if needed, put in place a fixed route around the Baths site for school groups to follow. | | | |

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| | | | Likelihood | Impact / Severity | Risk Rating Score | | | | |
| Lift | Risk of children being stuck in the lift in the case of a malfunction. | Regular lift maintenance takes place. There are procedures for dealing with a lift malfunction. | 2 | 1 | 2 | | | | |
| Crowding in the holiday period, site busy with visitors moving around. | Children getting separated from the group. | Lost child procedure in place. Museum staff all have radios. | 2 | 1 | 3 | | | | |
| Darkened gallery areas | Visitors, school groups, risk of trips and falls, lost children | We supply a floor plan of the site to schools on booking so that accompanying adults are familiar with the route around the gallery. Gallery staff regularly move through all areas and can deal with lost children. We have a lost child policy in place. | 2 | 2 | 4 | | | | |
| Pinch points and bottlenecks in galleries could lead to falls, crushing. | Group visits, school visits, elderly and infirm, very young - could fall and be crushed in narrower areas, particularly during emergency evacuations | Visitor numbers are controlled at entry to avoid large crowds moving through the galleries. Evacuations are guided by staff. Teachers are given a copy of the floor plan on booking and are advised to familiarise themselves with fire exit doors and routes. | 1 | 3 | 3 | | | | |
| Physical attack Staff, children and Customer Service Assistants from aggressive and | All staff/visitors could be assaulted or threatened resulting in | Lone Working Procedure in place for staff. Incidents reporting procedure for staff. | 1 | 3 | 3 | Regularly raise awareness and monitor these issues at staff meetings. Staff to record any incidents on SO2 forms. | Learning team | | |

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| | | | Likelihood | Impact / Severity | Risk Rating Score | | | | |
| threatening behaviour from members of the public. | physical or psychological injury. | Children to be always supervised by staff. Adult : Child ratios to be always observed. | | | | CCTV in place on site | | | |
| Electric shock due to misuse of electrical items or faulty electrical items. | All persons on site may get electric shock resulting in death, unconsciousness or burns. | All electrical items are either PAT tested or new items. Staff have undertaken Health and Safety training. | 1 | 3 | 3 | | | | |
| Fire | All staff & visitors: death, smoke inhalation or burns. | Emergency evacuation procedure (Inc. Evac chairs and fire safe lift) Maintenance of fire safety systems (alarm, extinguishers). Fire alarm call points and fire extinguishers located throughout the building. Multi zoned fire alarm is tested on a regular basis and regular fire drills are carried out. Emergency exits and Fire Doors checked on a regular basis. Emergency exits and escape routes signage is in place. Staff ensure that visitors and contractors are informed of what to do in an emergency. Emergency Action Notices are displayed throughout the site detailing the steps to be taken in the event of an emergency. | 1 | 2 | 2 | | | | |

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| | | | Likelihood | Impact / Severity | Risk Rating Score | | | | |
| | | <p>Enforced No Smoking Policy.</p> <p>CCTV in place covering both internal and external areas.</p> <p>Housekeeping practices are in place.</p> | | | | | | | |
| Accident or illness | Unexpected illness leading to fainting / falls / injuries | <p>Responsible persons on duty and First Aid trained staff.</p> <p>First Aid supplies on site.</p> <p>Two- way radios in use.</p> <p>SO2 reporting</p> | 2 | 2 | 4 | | | | |
| Damage to exhibitions | Accidental damage or vandalism | Children to be always supervised by staff. Adult : Child ratios to be always observed. | 1 | 1 | 1 | | | | |
| Hard surfaces – table and counter edges, stone flooring – | Children and visitors could sustain injury if they slip or trip against a table corner/edge or the floor | <p>See previous control measures for preventing slip and trip risk.</p> <p>Welcome meet & greet by staff will ask school parties to walk not run when indoors.</p> <p>Wet weather precautions – using umbrella storage and mats at entry points.</p> <p>Children to be always supervised by staff. Adult : child ratios to be always observed.</p> | 3 | 2 | 6 | | | | |

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|---|---|--|------------------------------------|----------------------|----------------------|--|--------------------|---------------------|---|
| | | | Likelihood | Impact / Severity | Risk Rating Score | | | | |
| Fold-down metal coat rack in the large Learning room | If misused, this could cause injury, or break the coat rack. | This will be monitored by Learning team staff whilst the room is in use. If necessary, we will explore methods of securing the coat rack. | 2 | 1 | 2 | | | | |
| Single glazed metal frame windows in Learning rooms | Extreme weather/ heatwave could cause high temperatures Extreme cold weather could cause very low temperatures | The existing blinds can be used to block direct sunlight. Rooms have air ventilation systems. Separate air-cooling units can be used if needed. | 3 | 1 | 3 | | | | |
| Craft activities: use of scissors, tape, pens, paint and other craft materials | Injury from misuse of scissors or other craft materials | Children to be always supervised by staff. Adult : Child ratios to be always observed. All materials used for activities will be the same type as those suitable for use in school. E.g., child safe scissors with rounded ends, non-toxic water-soluble paints. | 1 | 1 | 1 | | | | |
| Working with external practitioners / freelancers | Misuse of any equipment brought in by external practitioners | Any external practitioners will need to supply their own risk assessments & Public Liability insurance. Only external practitioners who have an established record of working safely with children will be engaged. | 1 | 2 | 2 | | | | |

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| | | | Likelihood | Impact / Severity | Risk Rating Score | | | | |
| | | Children to be always supervised by staff. Adult : Child ratios to be always observed. | | | | | | | |

| Scoring Table | | | | | | | Risk Scoring Guide | | | |
|----------------|---------------------------|----------------|----|--|----|----|--|---------------------------|-------|--|
| | | | | | | | | | | |
| LEVEL OF RISK | | OVERALL RATING | | HOW THE RISK SHOULD BE TACKLED/MANAGED | | | | | | |
| HIGH RISK | | 15-25 | | Immediate Management Action | | | Consider the potential harm or injury that could result from the identified hazard if an accident or incident were to occur, based on the table below. | | | |
| MEDIUM RISK | | 9-12 | | Plan for Change | | | | | | |
| LOW RISK | | 1-8 | | Continue to Manage | | | | | | |
| Likelihood (A) | 5 Almost Certain | 5 | 10 | 15 | 20 | 25 | Impact Criteria (B) | IMPACT | SCORE | HEALTH & SAFETY EFFECT |
| | 4 Probable /Likely | 4 | 8 | 12 | 16 | 20 | | Critical/ Catastrophic | 5 | Multiple deaths of employees, service users, members of the public, etc. |
| | 3 Possible | 3 | 6 | 9 | 12 | 15 | | Major | 4 | Death of an employee, service user, member of the public, etc. |
| | 2 Unlikely | 2 | 4 | 6 | 8 | 10 | | Moderate | 3 | Serious injury (acute, chronic or life-changing) to employee, service user or member of the public requiring medical intervention. |
| | 1 Very Unlikely / Rare | 1 | 2 | 3 | 4 | 5 | | Minor | 2 | Minor injury such as a bump or bruise that may require First Aid treatment and the person returns to work. |
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|---|------------|---------------------------------------|------------|---------------|------------|---------------------------------|
| | | 1 Insignificant / Negligible | 2 Minor | 3 Moderate | 4 Major | 5 Critical / Catastrophic |
| | Impact (B) | | | | | |
| | | | | | | |
| Risk Score | | | | | | |
| To calculate the Risk Score in the Risk Assessment Register above, simply multiply the Impact by the Likelihood to identify the level of risk as per the table above. | | | | | | |

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|---|---------------------|-------|---|
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| Now consider the likelihood of that harm or injury being realised based on the expected frequencies in the table below. | | | |
| Likelihood Criteria (A) | LIKELIHOOD | SCORE | EXPECTED FREQUENCY |
| | Almost Certain | 5 | Reasonable to expect that the event WILL undoubtedly happen/recur, possibly frequently and is probable in the current year |
| | Probable / Likely | 4 | Event is MORE THAN LIKELY to occur, will probably happen/recur, but is not a persisting issue. Will possibly happen in the current year and be likely in the longer term |
| | Possible | 3 | LITTLE LIKELIHOOD of event occurring. Not likely in the current year, but reasonably likely in the medium/long term. |
| | Unlikely | 2 | Event NOT EXPECTED . Do not expect it to happen/recur. Extremely unlikely to happen in the current year, but possible in the longer term. |
| | Very Unlikely /Rare | 1 | EXCEPTIONAL event. This will probably never happen/recur. A barely feasible event. |