

Curriculum activity risk assessment

Batik and Candle-making

clever • skilled • creative

Activity scope

This document relates to student participation in Batik and Candle-making as a curriculum activity.

'Batik and candle-making' refers mainly to the melting of wax and the mixing of dyes. Waxing should be done under extraction fans or outdoors because fumes are toxic. Fumes can also be generated when ironing wax out of fabrics.

Please note that this activity is not suitable for primary students.



Risk level

The actual risk level will vary according to the specific circumstances of the activity and these **must** be considered when assessing the inherent risk level and planning the activity. As a starting point, ask the following questions:

- Which students will be involved?
- What will the students be doing?
- What will the students be using?
- Where will the students be?
- Who will be leading the activity?

Risk level		Action required / approval	
<input type="checkbox"/>	Medium	Batik and candle-making using Procion or cold water dyes	<input checked="" type="checkbox"/> Record controls in your planning documents and/or complete this <i>Curriculum Activity Risk Assessment</i> . <input checked="" type="checkbox"/> Consider obtaining parental permission.
<input type="checkbox"/>	High	Batik using azoic or naphthol dyes	<input checked="" type="checkbox"/> A <i>Curriculum Activity Risk Assessment</i> must be completed. <input checked="" type="checkbox"/> Principal or delegated Deputy Principal or Head of Program (i.e. HOD, HOSES, HOC) to review and approve risk assessment. <input checked="" type="checkbox"/> Obtaining parental permission is recommended. <input checked="" type="checkbox"/> Once approved, activity details are to be entered into the <i>School Curriculum Activity Register</i> .

Teachers/leaders:

Activity description:

Start date:

Finish date:

No of students (approx.):

Class groups:

Supervision ratio (approx.):

Listed below are the minimum requirements for this type of activity. For any items ticked 'No', provide further information regarding the additional controls to be implemented for the safe conduct of the activity.

Minimum supervision

Adequate adult supervision is to be provided. In determining what is adequate, consider the number of students, their individual needs, and the nature of the activity. If an adult other than a registered teacher is engaged for instruction a teacher should be present to take overall responsibility. [Blue Card](#) requirements **must** be adhered to.

- Registered teacher with minimum qualifications as outlined below
- OR**
- An adult with minimum qualifications as outlined below in the presence of a registered teacher

Further information:

Minimum qualifications

The qualifications listed in this section are minimums for each type of situation. Leaders are encouraged to seek training to raise their qualification level above the minimum listed.

- Current first aid qualifications including Cardio Pulmonary Resuscitation (CPR) or ready access to first aid facilities, including qualified personnel.
- [Blue Card](#) requirements met

Medium – Batik and candle-making using Procion or cold water dyes

The leader should be:

- a registered teacher with experience (previous involvement) in batik and candle-making and use of the relevant equipment
- OR**
- an adult with competence (demonstrated ability) in batik and candle-making and use of the relevant equipment, if a teacher with experience is not available.

A teacher/adult could demonstrate their competency through their:

- knowledge of the activity and the associated hazards and risks
- experience (i.e. previous involvement) in undertaking the activity
- demonstrated ability and/or expertise to undertake the activity
- possession of qualifications related to the activity.

Minimum qualifications

The qualifications listed in this section are minimums for each type of situation. Leaders are encouraged to seek training to raise their qualification level above the minimum listed.

High – Batik using azoic or naphthol dyes

For a registered teacher with qualifications in Art:

- competence (demonstrated ability) in batik and the use of the relevant equipment

A teacher could demonstrate their competency through their:

- knowledge of the activity and the associated hazards and risks
 experience (i.e. previous involvement) in undertaking the activity
 demonstrated ability and/or expertise to undertake the activity
 possession of qualifications related to the activity.

OR

For an adult other than a registered teacher:

- an adult with expertise (formal qualifications) in batik and the use of the relevant equipment, if a teacher as described is not available.

Further information:

Minimum equipment/facilities *If 'No' is ticked, provide further information.*

Yes

No

First aid kit suitable for activity

Communication system:

- phone-line at location

- mobile phone

- walkie talkies/UHF radio

- student/adult messenger

Other:

Sun safety equipment (hat, sunscreen, shirt etc)

Drinking water (students should not share drinking containers)

Only electric frypans or deep fryers with thermostats should be used for the melting of wax. Wax should not be heated over a naked flame or hot plate.

Eyewash facilities should be available when chemical dyes are used.

When azoic and naphthol dyes are mixed and used, either a hooded ventilation system or good air movement should be available.

Running water should be available adjacent to the work area in case of burns from molten wax.

Further information:

Hazards and suggested control measures

All persons engaging in this activity should:

- identify the hazards, including any additional hazards not mentioned here
- assess their significance
- manage the potential risks

Listed below are indicative hazards/risks and suggested control measures. They are by no means exhaustive lists. After checking these, add details of any other identified hazards/risks and additional controls you intend to implement.

Hazards/risks	Control measures	Yes	No	Implementation plan / Additional controls
Biological material <ul style="list-style-type: none"> • Body fluids (e.g. blood, saliva, sweat) 	<ul style="list-style-type: none"> • Ensure Infection Control Guidelines are followed. 	<input type="checkbox"/>	<input type="checkbox"/>	
Breakages <ul style="list-style-type: none"> • Glass • Crockery 	<ul style="list-style-type: none"> • Inspect equipment before use for cracks and damage. • Do not heat or cool materials quickly. • Ensure appropriate clean-up equipment (such as broom, dustpan and brush) is available. • Ensure students wear appropriate footwear. • Handle materials and equipment carefully. 	<input type="checkbox"/>	<input type="checkbox"/>	
Dust, gas or fumes <ul style="list-style-type: none"> • Smoke • Inhalation 	<ul style="list-style-type: none"> • Ensure appropriate personal protective equipment (e.g. a facemask) is worn. • Ensure there is adequate ventilation. • Ensure that extraction bags are fitted to equipment. • Use a fume cupboard. 	<input type="checkbox"/>	<input type="checkbox"/>	
Electricity <ul style="list-style-type: none"> • Burns • Electrocutation 	<ul style="list-style-type: none"> • Ensure Electrical Safety Guidelines are adhered to. • Ensure that extension cords are not used to connect appliances if they constitute a tripping hazard or cause an obstruction. 	<input type="checkbox"/>	<input type="checkbox"/>	
Environmental conditions <ul style="list-style-type: none"> • Weather • Surfaces • Surrounds 	<ul style="list-style-type: none"> • Ensure stable tables or fixed work benches are provided. • When boiling wax out of batik, the wax should not be poured down the sink because it will clog the drain as it solidifies. 	<input type="checkbox"/>	<input type="checkbox"/>	

Hazards/risks	Control measures	Yes	No	Implementation plan / Additional controls
<ul style="list-style-type: none"> High risk behaviours Medical conditions 	<ul style="list-style-type: none"> Obtain parental permission, including relevant medical information. When students with medical conditions are involved, ensure that relevant medical/emergency plans and medications are readily available (insulin, Ventolin, Epipen, etc.) Refer to Individual education plan/Educational adjustment plan/Behaviour management plan and other student documents. Ensure there is adequate adult supervision. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Tools, plant or equipment	<ul style="list-style-type: none"> Ensure that appropriate personal protective equipment (e.g. safety glasses, footwear to protect against hot wax spillage and heat protection gloves) is worn by all persons participating in the activity. Ensure that students wear protective gloves and face masks when using azoic and naphthol dyes. 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	

Additional control measures

These would relate to the specific student needs, location and conditions in which you are conducting your activity.

Hazards/risks	Control measures

Submitted by:	Date:
List the names of those who were involved in the preparation of this risk assessment.	

Approval	
<input type="checkbox"/>	Approved as submitted:
<input type="checkbox"/>	Approved with the following condition(s):
<input type="checkbox"/>	Not approved for the following reason(s):
By:	Designation:
Signed:	Date:
Once approved, activity details should be entered into the <i>School Curriculum Activity Register</i> by administrative staff.	Reference no.

Monitor and review <i>To be completed during and/or after the activity and/or at the completion of the series of activities.</i>	Yes	No
Are the control measures still effective?	<input type="checkbox"/>	<input type="checkbox"/>
Have there been any changes?	<input type="checkbox"/>	<input type="checkbox"/>
Are further actions required?	<input type="checkbox"/>	<input type="checkbox"/>
Details:		

Important links

- HLS-PR-003: First Aid
<http://education.qld.gov.au/strategic/eppr/health/hlspr003/>
- HLS-PR-004: Infection Control and Management of Prescribed Contagious Conditions
<http://education.qld.gov.au/strategic/eppr/health/hlspr004/>
- HLS-PR-005: Health and Safety Incident Reporting and Notification
<http://education.qld.gov.au/strategic/eppr/health/hlspr005/>
- SCM-PR-002: School Excursions
<http://education.qld.gov.au/strategic/eppr/schools/scmpr002/>
- HLS-PR-013: Developing a Sun Safety Strategy
<http://education.qld.gov.au/strategic/eppr/health/hlspr013/>
- HLS-PR-006: Managing Occupational Risks with Chemicals
<http://education.qld.gov.au/strategic/eppr/health/hlspr006/hs16.pdf>
- Infection Control Guideline
http://education.qld.gov.au/health/pdfs/healthsafety/infection_control_guideline.pdf
- HRM-PR-010: Working with Children Check – Blue Cards
<http://education.qld.gov.au/strategic/eppr/hr/hrmpr010/>

Further information

For further information on incorporating risk management strategies into curriculum activity planning refer to [HLS-PR-012 Managing Risks in Curriculum Activities](#) and the associated list of [Curriculum Activity Risk Assessment Guidelines](#). (See: <http://education.qld.gov.au/strategic/eppr/health/hlspr012/index1.html>)

For further support with risk management training and advice, contact trained staff in schools such as Workplace Health and Safety Officers (WHSOs) and Workplace Health and Safety Representatives (WHSRs), and regional staff such as Senior Health and Safety Consultants.