

Curriculum activity risk assessment

Ceramics

clever • skilled • creative

Activity scope

This document relates to student participation in Ceramics as a curriculum activity.

Ceramics refers to the manipulation of clay to a desired shape or design. Ceramics also involves the finishing, decorating and firing of the clay piece.

Glazes of low solubility and containing less than one percent lead (lead monoxide) are permitted for use in schools. A low-solubility glaze is a glaze which does not yield to dilute hydrochloric acid more than five percent of its dry weight of a soluble lead compound.

Glazes with blue, red or green colours/oxides are not to be applied to the surface of a utensil intended to contain food or beverages, owing to the toxic chemicals (e.g. lead) contained within these glazes.

All glazes containing barium and the salt-glazing process are prohibited in schools.

The firing of clay is not included here. For information on firing of clay, refer to [Kilns](#).



Teachers/leaders:		
Activity description:		
Start date:	Finish date:	No of students (approx.):
Class groups:		Supervision ratio (approx.):

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



Queensland Government

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Uncontrolled copy. Refer to HLS-PR-012: Curriculum Activity Risk Management at <http://education.qld.gov.au/strategic/eppr/health/hlspr012/> for master.

Potters and child hands, File #: 5157502
iStockphoto © Ints Vikmanis

Risk level		Action required / approval
<input type="checkbox"/>	Medium	Hand manipulation of clay, use of pottery wheels, use of brush on pre-mixed glazes <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	Use of pug mills, manufacture of glazes <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> .

Listed below are the minimum recommendations for this type of activity. For any items ticked 'No', provide further information regarding the additional or alternate 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 is to 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 — Hand manipulation of clay, use of pottery wheels, use of brush on pre-mixed glazes

For a registered teacher:

- experience (previous involvement) in ceramics, 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.

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.

For a leader other than a registered teacher:

- competence (demonstrated ability) in ceramics, if a teacher with relevant experience is not available

High — Use of pug mills, manufacture of glazes

For a registered teacher with qualifications in Art:

- competence (demonstrated ability) in the manufacture of glazes and the use of pug mills

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.

For a leader other than a registered teacher:

- expertise (formal qualifications) in the manufacture of glazes and the use of pug mills, where a teacher as described is not available

- the leader should know the properties of, and hazards associated with, all materials used.

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)

The worksite should be well ventilated and well illuminated.

The worksite should be kept clean and free from dust.

The worksite (including table and bench surfaces) should be cleaned up with damp utensils, such as mops. (Sweeping should be avoided because this creates harmful dusts.)

Further information:

Governing bodies/associations <i>If 'No' is ticked, provide further information.</i>	Yes	No
Guidelines/codes of practice are established for this activity. See: Queensland Art Teachers Association , Australian Ceramics and The Australian Ceramic Society Have these been considered during the planning of this activity? (See 'Important links' on last page)	<input type="checkbox"/>	<input type="checkbox"/>
Obligations have been established for health and safety requirements for hazardous materials. See Workplace Health and Safety Queensland	<input type="checkbox"/>	<input type="checkbox"/>
Safety considerations are required for this activity. Have you referred to the Occupational Health and Safety consultant in your region?	<input type="checkbox"/>	<input type="checkbox"/>
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
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 a broom, dustpan and brush) is available. • Ensure that students wear appropriate enclosed footwear. • Ensure that students handle materials and equipment carefully. 	<input type="checkbox"/>	<input type="checkbox"/>	
Dust, gas or fumes <ul style="list-style-type: none"> • Inhalation 	<ul style="list-style-type: none"> • Ensure that spraying of glazes is done in a spray booth, and that the sprayer wears an appropriate mask. This minimises the hazards by reducing the airborne exposure of toxic chemicals. 	<input type="checkbox"/>	<input type="checkbox"/>	

Hazards/risks	Control measures	Yes	No	Implementation plan / Additional controls
Electricity <ul style="list-style-type: none"> • Burns 	<ul style="list-style-type: none"> • Ensure that electrical extension leads are not used if they constitute a tripping hazard or cause an obstruction. • Note that where electrical extension leads are used they should be heavy duty. 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
Environmental conditions <ul style="list-style-type: none"> • Weather • Surfaces • Surrounds 	<ul style="list-style-type: none"> • Note that when glazes are being mixed, all work surfaces should be kept covered with paper. After dampening by flooding is finished, the paper can then be disposed of. • Establish safety zones so that students working in potentially hazardous processes (e.g. mixing glazes and pug mill operations), have an adequate work area that other students not involved in the process will not enter. 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
Sharp implements or objects <ul style="list-style-type: none"> • Knives 	<ul style="list-style-type: none"> • Provide training and instruction in safe handling of equipment. • Ensure that equipment is stored safely when not in use. • Increase supervision where necessary. • Follow safety guidelines and ensure that students do so as well. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Students <ul style="list-style-type: none"> • Student numbers • Special needs • High risk behaviours • Medical conditions 	<ul style="list-style-type: none"> • Obtain parental permission, including relevant medical information. • Ensure there is adequate adult supervision. • 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. • Where necessary, obtain advice from relevant advisory visiting teachers or specialist teachers. • Ensure that students are individually supervised when making and mixing glazes and operating pug mills. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <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

- SCM-PR-002: School Excursions
<http://education.qld.gov.au/strategic/epr/schools/scmpr002/>
- HLS-PR-003: First Aid
<http://education.qld.gov.au/strategic/epr/health/hlspr003/>
- HLS-PR-004: Infection Control and Management of Prescribed Contagious Conditions
<http://education.qld.gov.au/strategic/epr/health/hlspr004/>
- Infection Control Guideline
http://education.qld.gov.au/health/pdfs/healthsafety/infection_control_guideline.pdf
- HLS-PR-005: Health and Safety Incident Recording and Notification
<http://education.qld.gov.au/strategic/epr/health/hlspr005/>
- HLS-PR-013: Developing a Sun Safety Strategy
<http://education.qld.gov.au/strategic/epr/health/hlspr013/>
- HRM-PR-010: Working with Children Check – Blue Cards
<http://education.qld.gov.au/strategic/epr/hr/hrmpr010/>
- HLS-PR-006: Managing Occupational Risks with Chemicals
<http://education.qld.gov.au/strategic/epr/health/hlspr006/hs16.pdf>
- Managing Hazardous Materials in Art
<http://education.qld.gov.au/strategic/epr/health/hlspr012/resources/hazmaterialsart.pdf>
- Kilns
<http://education.qld.gov.au/strategic/epr/health/hlspr012/resources/kilns.pdf>
- Queensland Art Teachers' Association
<http://www.qata.qld.edu.au/>

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/epr/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.