

# Curriculum activity risk assessment

## Food Handling

clever • skilled • creative

### Activity scope

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

Food handling refers to activities undertaken by students that include the storage and assembly of raw or cooked ingredients. Food handling activities may involve an individual or a group. Demonstrations undertaken by teachers should exemplify safe and hygienic procedures and practices.

Read in conjunction with [Maintaining a Safe Kitchen](#) and [Cookery](#).



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?

Inherent risk level		Action required / approval
<input type="checkbox"/>	Low	Use of low-risk equipment including non-electrical equipment, (e.g. whisks, sifters, measuring cups and any other implement that will not cause injury unless seriously abused)
<input checked="" type="checkbox"/>		Manage through regular planning processes.
<input type="checkbox"/>	Medium	Use of medium-risk equipment which includes electrical appliances, cutting or garnishing tools and any other implement that by virtue of its action or use could cause injury if sufficient training is not provided in its safe operation or if supervision is not given
<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.

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 registered teacher should be present to take overall responsibility. <a href="#">Blue Card</a> requirements <b>must</b> be adhered to.	
<input type="checkbox"/>	Registered teacher with minimum qualifications as outlined below
<b>OR</b>	
<input type="checkbox"/>	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

**Low** — Use of low-risk equipment which includes non-electrical equipment, (e.g. whisks, sifters, measuring cups and any other implement that will not cause injury unless seriously abused)

### For a registered teacher:

knowledge of food hygiene requirements, safety procedures, potential risk areas

**AND**

experience (previous involvement) in food-handling procedures associated with this risk level and in supervising students in low-risk cookery activities

### For a leader other than a registered teacher:

an adult with equivalent knowledge and experience

**Medium** — Use of medium-risk equipment which includes electrical appliances, cutting or garnishing tools and any other implement that by virtue of its action or use could cause injury if sufficient training is not provided in its safe operation or if supervision is not given

### For a registered teacher:

knowledge of food hygiene requirements, safety procedures, potential risk areas

**AND**

experience (previous involvement) in food-handling procedures associated with this risk level and in supervising students in medium-risk cookery activities

**AND**

competence (demonstrated ability) in undertaking the activity and in the use of any equipment required for the activity

### For a leader other than a registered teacher:

an adult with equivalent knowledge, experience and competence

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.

Further information:

Minimum equipment/facilities <i>If 'No' is ticked, provide further information.</i>	Yes	No
The location for food handling activities should meet the requirements for a safe kitchen as set out in <a href="#">Maintaining a Safe Kitchen</a> .	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate personal protective equipment including covered shoes and protective clothing	<input type="checkbox"/>	<input type="checkbox"/>
First aid kit suitable for activity	<input type="checkbox"/>	<input type="checkbox"/>
Communication system: <input type="checkbox"/> phone-line at location <input type="checkbox"/> mobile phone <input type="checkbox"/> walkie talkies/UHF radio <input type="checkbox"/> student/adult messenger  Other:		
Drinking water and tasting equipment (students should not share drinking containers and tasting equipment.)	<input type="checkbox"/>	<input type="checkbox"/>
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 <a href="#">Smart Choices – Healthy Food and Drink Supply Strategy for Queensland Schools</a> , <a href="#">Food Safety Standards</a> . Have these been considered during the planning and performance of this activity?	<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
<b>Biological material</b> <ul style="list-style-type: none"> <li>• Raw food</li> <li>• Hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Adhere to <a href="#">Infection Control Guideline</a>. Students with open cuts and abrasions, rashes or boils, or any contagious condition, are to be removed from the activity and treated immediately. If bleeding cannot be controlled completely, the participant should not be allowed to return to the activity. All clothing, equipment and surfaces contaminated by blood should be treated as potentially infectious.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Breakages</b> <ul style="list-style-type: none"> <li>• Glass</li> <li>• Crockery</li> </ul>	<ul style="list-style-type: none"> <li>• Inspect equipment before use for cracks and damage.</li> <li>• Use appropriate equipment when heating or cooling materials quickly.</li> <li>• Ensure availability of appropriate clean-up equipment (such as a broom, dustpan and brush).</li> <li>• Handle materials and equipment carefully.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Electricity</b> <ul style="list-style-type: none"> <li>• Burns</li> <li>• Electrocutation</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure <a href="#">Electrical Safety Guidelines</a> are adhered to.</li> <li>• Do not use extension cords to connect appliances if they constitute a tripping hazard or cause an obstruction.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Hazardous substances</b> <ul style="list-style-type: none"> <li>• Flammable substances</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure hazardous substances guidelines are adhered to.</li> <li>• Ensure students are aware of evacuation procedures in the event of fire or gas leakage.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	

Hazards/risks	Control measures	Yes	No	Implementation plan / Additional controls
<b>Heat sources</b> <ul style="list-style-type: none"> <li>• Hot plates</li> <li>• Flames</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Provide appropriate fire extinguishers and fire blankets in the activity area.</li> <li>• Ensure the same equipment is not used for raw meat, chicken and fish as for other foods that will not be cooked, e.g. salads.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Sharp implements or objects</b> <ul style="list-style-type: none"> <li>• Knives</li> </ul>	<ul style="list-style-type: none"> <li>• Provide training and instruction in safe handling of equipment.</li> <li>• Ensure equipment is stored safely when not in use.</li> <li>• Follow safety guidelines.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Students</b> <ul style="list-style-type: none"> <li>• Student numbers</li> <li>• Special needs</li> <li>• High risk behaviours</li> <li>• Medical conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure there is adequate adult supervision. Student numbers are determined by risk of activity, space, ability of students and experience of teacher.</li> <li>• Obtain parental permission, including relevant medical information.</li> <li>• When students with medical conditions are involved, ensure that relevant medical/emergency plans and medications are readily available (insulin, Ventolin, EpiPen, etc.)</li> <li>• Refer to Individual education plan/Educational adjustment plan/Behaviour management plan and other student documents.</li> <li>• Where necessary, obtain advice from relevant advisory visiting teachers or specialist teachers.</li> </ul>	<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

Approved as submitted:

Approved with the following condition (s):

Not approved for the following reason (s):

By:

Designation:

Signed:

Date:

Once approved, activity details should be entered into the *School Curriculum Activity Register* by administrative staff.

Reference no.

<b>Monitor and review</b> <i>To be completed during and/or after the activity and/or at the completion of the series of activities.</i>	<b>Yes</b>	<b>No</b>
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-004: Infection Control and Management of Prescribed Contagious Conditions  
<http://education.qld.gov.au/strategic/epr/health/hlspr004/>
- HLS-PR-006: Managing Occupational Risks with Chemicals  
<http://education.qld.gov.au/strategic/epr/health/hlspr006/hs16.pdf>
- HRM-PR-010: Working with Children Check – Blue Cards  
<http://education.qld.gov.au/strategic/epr/hr/hrmpr010/>
- HLS-PR-005: Health and Safety Incident Recording and Notification  
<http://education.qld.gov.au/strategic/epr/health/hlspr005/>
- HLS-PR-003: First Aid  
<http://education.qld.gov.au/strategic/epr/health/hlspr003/>
- Infection Control Guideline:  
[http://education.qld.gov.au/health/pdfs/healthsafety/infection\\_control\\_guideline.pdf](http://education.qld.gov.au/health/pdfs/healthsafety/infection_control_guideline.pdf)
- Maintaining a Safe Kitchen  
<http://education.qld.gov.au/strategic/epr/health/hlspr012/resources/maintainsafekitchen.pdf>
- Food Experimentation  
<http://education.qld.gov.au/strategic/epr/health/hlspr012/resources/foodexp.pdf>
- Cookery  
<http://education.qld.gov.au/strategic/epr/health/hlspr012/resources/cookery.pdf>
- Smart Choices – Healthy Food and Drink Supply Strategy for Queensland Schools  
<http://education.qld.gov.au/schools/healthy/food-drink-strategy.html>
- Food Safety Standards  
<http://www.foodstandards.gov.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.