

# Curriculum activity risk assessment

## Maintaining a Safe Kitchen

clever • skilled • creative

### Activity scope

This document relates to Maintaining a Safe Kitchen as a curriculum activity.

This guideline details the recommended minimum requirements for maintaining a safe home economics kitchen in a school setting.

Kitchens are facilities where teachers and students in schools engage in a broad range of activities and use a variety of equipment, tools and appliances.

Read in conjunction with [Food Handling](#) 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?
- What will the students be doing?
- What will the students be using?
- Where will the students be?
- Who will be leading the activity?



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.

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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.
<input type="checkbox"/>	High Use of high-risk equipment (e.g. woks, fry pans) and agents or conditions that promote food contamination and/or chemicals which constitute a hazard; Refer to <a href="#">Food Experimentation</a> .	<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 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 including 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:

competence (demonstrated ability) to maintain a safe home economics kitchen in a school setting, and in the use of any low-risk equipment required for activities in the kitchen

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

an adult with equivalent competence

**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:

competence (demonstrated ability) to maintain a safe home economics kitchen in a school setting, and in the use of any medium-risk equipment required for activities in the kitchen

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

an adult with equivalent 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.

**High** — Use of high-risk equipment (e.g. woks, fry pans) and agents or conditions that promote food contamination and/or chemicals which constitute a hazard; Refer to [Food Experimentation](#).

### For a registered Home Economics teacher or a leader other than a registered teacher:

competence (demonstrated ability) to maintain a safe home economics kitchen in a school setting, and in the use of any high-risk equipment and food contamination agents/conditions and hazardous chemicals used for the activities in the kitchen

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
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"/>
The kitchen should have:		
• adequate space available to ensure safety rules and procedures can be followed	<input type="checkbox"/>	<input type="checkbox"/>
• a well lit and ventilated working area	<input type="checkbox"/>	<input type="checkbox"/>
• preparation surfaces on benches or tables cleaned and sanitised with commercial preparations	<input type="checkbox"/>	<input type="checkbox"/>
• appropriate facilities on site to ensure a satisfactory standard of personal hygiene is possible (e.g. washing facilities and garbage disposal)	<input type="checkbox"/>	<input type="checkbox"/>
• ease of movement possible from work area to exits in the event of the need for evacuation because of fire and/or gas leakage	<input type="checkbox"/>	<input type="checkbox"/>
• washing-up facilities (including an adequate supply of hot water and cleaning agents) available	<input type="checkbox"/>	<input type="checkbox"/>
• adequate facilities for food storage (cold and dry) to ensure there is no risk of food contamination	<input type="checkbox"/>	<input type="checkbox"/>
• general storage facilities available	<input type="checkbox"/>	<input type="checkbox"/>
• adequate and easily accessible power outlets	<input type="checkbox"/>	<input type="checkbox"/>
• level floor surfaces with non-slip coverings and no damage or cracks which are potential hygiene risks or tripping hazards	<input type="checkbox"/>	<input type="checkbox"/>
• ready access to appropriate safety equipment	<input type="checkbox"/>	<input type="checkbox"/>
• a store for potentially hazardous chemicals that is a lockable, well-ventilated facility, reasonably secure from forced entry and separate from where foodstuffs are stored	<input type="checkbox"/>	<input type="checkbox"/>
• a site that is safe for use by customers, working staff and all support staff in the event that a catering activity is a functioning restaurant.	<input type="checkbox"/>	<input type="checkbox"/>
The equipment should be appropriate for the activity and conform to Australian Standards specifications and any specific purchasing requirements of the Department of Education.	<input type="checkbox"/>	<input type="checkbox"/>
Electrical equipment <b>must</b> have current electrical test certification.	<input type="checkbox"/>	<input type="checkbox"/>
Equipment that comes into contact with food should be clean, in good condition and regularly maintained.	<input type="checkbox"/>	<input type="checkbox"/>
Further information:		

Governing bodies/associations	Yes	No
Guidelines/codes of practice are established for this activity. See <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>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>• Ensure the use of appropriate equipment when heating or cooling materials quickly.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Dust, gas or fumes</b> <ul style="list-style-type: none"> <li>• Smoke</li> <li>• Inhalation</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure availability of personal protective equipment (such as facemasks and breathing apparatus).</li> <li>• Ensure adequate ventilation.</li> <li>• Maintain and use extraction fans regularly.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Electrical</b> <ul style="list-style-type: none"> <li>• Burns</li> <li>• Electrocution</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>Environmental conditions</b> <ul style="list-style-type: none"> <li>• Surrounds</li> <li>• Location</li> <li>• Cleaning</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that the location enables sufficient supervision to be maintained at all times. (This will vary according to the maturity and responsibility of the students.)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	



Hazards/risks	Control measures	Yes	No	Implementation plan / Additional controls
	procedures.			
<b>Personal protective equipment</b>	<ul style="list-style-type: none"> <li>Ensure the availability of appropriate personal protective equipment (including appropriate footwear).</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Physical contact</b> <ul style="list-style-type: none"> <li>Overcrowding</li> </ul>	<ul style="list-style-type: none"> <li>Give careful consideration to the number of people involved in any activity undertaken in the kitchen. The following will increase the potential for an accident to occur: <ul style="list-style-type: none"> <li>overcrowding</li> <li>staffing shortfalls</li> <li>irresponsible or unworkable task allocation.</li> </ul> </li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Pressurised containers</b> <ul style="list-style-type: none"> <li>Gas cylinders</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the teacher is aware of the correct use of and the means by which the gas supply can be curtailed.</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>Ensure knives are sufficiently sharp to allow for easy cutting and are stored in such a way as to allow for safe selection.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<b>Students</b> <ul style="list-style-type: none"> <li>Special needs</li> <li>High risk behaviours</li> <li>Medical conditions</li> <li>Student numbers</li> </ul>	<ul style="list-style-type: none"> <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"/> <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

Approved as submitted.

Approved with the following condition(s):

Not approved for the following reason(s):

By:

Designation:

Signed:

Date:

Once approved, the 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-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/>
- HLS-PR-005: Health and Safety Incident Recording and Notification  
<http://education.qld.gov.au/strategic/epr/health/hlspr005/>
- 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>
- 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)
- Food Handling  
<http://education.qld.gov.au/strategic/epr/health/hlspr012/resources/foodhandling.pdf>
- Cookery  
<http://education.qld.gov.au/strategic/epr/health/hlspr012/resources/cookery.pdf>
- Food Experimentation  
<http://education.qld.gov.au/strategic/epr/health/hlspr012/resources/foodexp.pdf>
- [Food Safety Standards](#)
- Tourism, Hospitality and Events Training Package  
<http://www.ntis.gov.au/Default.aspx?trainingpackage/SIT07>

### 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.

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