

Curriculum activity risk assessment

Painting and Drawing

clever • skilled • creative



Activity scope

This document relates to student participation in Painting and Drawing as a curriculum activity.

Painting and drawing refers to the materials and equipment used in painting and drawing activities, i.e. the different pigments, solvents, painting surfaces and air-brush materials and equipment. (See also [HLS-PR-012: Spray Painting](#) for use of compressed air.)

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:

- *What 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	Painting and drawing activities using non-toxic materials, but including equipment such as light-boxes
<input type="checkbox"/>	Medium	The use of toxic materials in painting and drawing activities (i.e. solvents, glues and cements, and pigments), and the use of air-brushes with air compressors

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 should be present to take overall responsibility. <u>Blue Card</u> requirements must be adhered to.	
<input type="checkbox"/>	Registered teacher with minimum qualifications as outlined below;
OR	
<input type="checkbox"/>	An adult with minimum qualifications as outlined below, in the presence of a registered teacher
Further information:	

Minimum qualifications	
<i>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.</i>	
<input type="checkbox"/> Current first aid qualifications including Cardio Pulmonary Resuscitation (CPR) or ready access to first aid facilities, including qualified personnel.	
<input type="checkbox"/> Blue card requirements met.	
Low – Painting and drawing activities using non-toxic materials, but including equipment such as light-boxes	Medium – The use of toxic materials in painting and drawing activities (i.e. solvents, glues and cements, and pigments), and the use of air-brushes with air compressors
For a registered teacher with minimum qualifications in Art or a leader other than a registered teacher: <input type="checkbox"/> knowledge of the activity and the potential hazards and experience (previous involvement), and competence (demonstrated ability) in painting and drawing and the use of the relevant equipment. A teacher could demonstrate their competency through their:	
<input type="checkbox"/> knowledge of the activity and the associated hazards and risks <input type="checkbox"/> experience (i.e. previous involvement) in undertaking the activity <input type="checkbox"/> demonstrated ability and/or expertise to undertake the activity <input type="checkbox"/> possession of qualifications related to the activity.	
Further information:	

Minimum equipment/facilities <i>If 'No' is ticked, provide further information.</i>	Yes	No
A first aid kit should be available at all venues where classes are conducted.	<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:		
Sun safety equipment (hat, sunscreen, shirt etc)	<input type="checkbox"/>	<input type="checkbox"/>
Drinking water (students should not share drinking containers)	<input type="checkbox"/>	<input type="checkbox"/>
Eyewash facilities should be available when solvents and toxic pigments are used.	<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
Environmental conditions <ul style="list-style-type: none"> • Weather • Surfaces • Surrounds 	<ul style="list-style-type: none"> • Ensure that the room is adequately ventilated. • Ensure that drying racks are in well-ventilated areas or outside areas so that solvents released on drying are not circulated in the classroom. • Establish safety zones to ensure that students, when using air-brushing equipment, have an adequate work area that other students will not enter. • Ensure that materials are disposed of appropriately (e.g. paint and turps must not be poured down sinks). 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Hazardous substances <ul style="list-style-type: none"> • Toxic substances 	<ul style="list-style-type: none"> • Ensure hazardous substances guidelines are adhered to. • Provide comprehensive instruction on: <ul style="list-style-type: none"> ○ the toxicity, mixing and use of toxic pigments ○ the use of solvents to either clean equipment or mix with pigments ○ the safe use of air-brushing equipment and materials (Only non-toxic water-based acrylics or water-based inks should be used for air-brushing.) 	<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. • Where necessary, obtain advice from relevant advisory visiting teachers or specialist teachers. 	<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:

Indicate 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.

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/>
- Managing Hazardous Materials in Art
<http://education.qld.gov.au/strategic/eppr/health/hlspr012/resources/hazmaterialsart.pdf>

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.