

Work Health and Safety

# Risk assessment plan: Allergens

School/workplace	Plattsburg Public School			Condition, task, activity or event	Federal Park Sport & Activities
Principal/workplace manager	Ellen Bax				
Assessed by	Ellen Bax	Date	30/01/2024	Location	School/Excursions
Approved by	Ellen Bax	Date		Review date	Ongoing
WHS Risk Register update		Date		Prepared in consultation with	Whole of staff

## Risk Management process

Hazard/s	Risk/s	Risk rating	Control action/s	Risk rating after controls	Responsible	Due	Complete
What presents the potential risk to health and/or safety?	What might happen, how likely is it and what could be the consequence/s?	Apply WHS Risk Matrix	What action/s will be taken to eliminate the risk/s or at least reduce them to an acceptable level?	Apply WHS Risk Matrix	Who is responsible for putting controls in place?	When should the controls be put in place?	When were controls implemented?
<b>Canteen</b>	Canteen sell produce containing allergy trigger food such as peanuts or tree nuts (walnuts, almonds, cashews, pistachios, and pecans), fish and shellfish, eggs, milk, sesame, or soy.	4	<ul style="list-style-type: none"> <li>No sale of peanut butter or Nutella</li> <li>A copy of all student ASCIA Action Plan for Anaphylaxis (the emergency response plan) on the wall of the canteen out of sight of students.</li> <li>School canteens must remove food and drink items with peanuts and tree nuts as an ingredient.</li> <li>This advice does NOT include foods with precautionary allergen statements for peanuts and tree nuts, often labelled as 'may' Where food is prepared on site,</li> <li>clearly label foods items on the menu, and at point of sale, as appropriate.</li> <li>Provide a list of students (with accompanying photo) and what they are allergic to for the canteen manager.</li> <li>Provide nutritious substitute non allergic food.</li> <li>Prevent c r o s s -contamination during handling, preparation and serving of food e.g. Thorough hand washing before and after handling food, careful cleaning of food preparation areas including bench top areas and utensils before and after use or by preparing particular foods in a separate area.</li> </ul>	4	Principal	At all times	Ongoing

Hazard/s	Risk/s	Risk rating	Control action/s	Risk rating after controls	Responsible	Due	Complete
Curriculum	Allergens are used in curriculum activities such as cooking.	4	<ul style="list-style-type: none"> <li>Schools must not use peanuts, tree nuts or any nut products in curriculum or extracurricular activities.</li> <li>This does not include foods labelled as “may contain traces of nuts”:</li> </ul> <p><a href="https://education.nsw.gov.au/content/dam/main-education/en/home/noticeboard/2022/Anaphylaxis-and-allergy-procedures-for-schools.pdf">https://education.nsw.gov.au/content/dam/main-education/en/home/noticeboard/2022/Anaphylaxis-and-allergy-procedures-for-schools.pdf</a></p> <ul style="list-style-type: none"> <li>All cooking / food related activities must be approved by the principal prior to implementation.</li> <li>School developed Allergens in the Workplace RA provided to staff.</li> </ul> <p>Staff to consult:  <a href="#">Anaphylaxis and allergy procedures for schools.</a>  prior to planning activities involving food.</p> <p>The above document states:  4.4 Use of nut products All schools must ensure peanuts, tree nuts or any nut products are NOT used in curricula or extra curricula activities (or available in the school canteen).</p>	4	CRTs	Ongoing	Ongoing

Hazard/s	Risk/s	Risk rating	Control action/s	Risk rating after controls	Responsible	Due	Complete
Sharing lunches or class activities - food allergy	<p>Students may share their lunch with a student with allergies which contains allergy triggers.</p> <p>Younger students may be unsupervised while eating some of their lunch.</p>	4	<ul style="list-style-type: none"> <li>Discuss with students and emphasise the importance of not sharing lunches.</li> <li>All classes eat lunch in a supervised area.</li> <li>Allergy Aware Posters in all classrooms</li> <li>Provision of hand sanitiser in all rooms.</li> <li>Hold regular discussions with relevant classes about the importance of eating their own food and not sharing with their peers.</li> <li>Workplace and school community requested not to pack particular allergy foods such as peanuts, in consultation and in agreement with school community.</li> <li>Encourage parental involvement of allergic students on special days that involve food (e.g. birthdays).</li> <li>Reminders for students to wash hands before and after eating are displayed as posters around the playground.</li> </ul>	4	CRTs	Ongoing	Ongoing
School and workplace grounds – insect bite and sting allergies	Overgrown grassed and garden areas with flowering shrubs that are attractive to bees and other biting or stinging insects. Other substances / areas attractive to insects / bees including pools of water, garbage bins and soft drinks.	4	<ul style="list-style-type: none"> <li>General maintenance</li> <li>Regular pest control measures</li> <li>Specify play areas that provide the lowest risk to the student and organise for the student and their peers to play there.</li> <li>Encourage students to wear appropriate clothing when outdoors including protective shoes and clothing.</li> <li>Avoid scented perfumes and toiletries that may attract insects and bees.</li> <li>Keep lawns and clover mowed and outdoor bins covered.</li> <li>Remove wasp nests.</li> </ul>	4	CRTs	Ongoing	Ongoing

Hazard/s	Risk/s	Risk rating	Control action/s	Risk rating after controls	Responsible	Due	Complete
<b>Medication Allergies</b>	Students ingesting or inhaling other students' medication brought from home without the knowledge of school staff.	4	<ul style="list-style-type: none"> <li>Administration of Prescribed Medication Procedures adhered to.</li> <li>Individual student medication documentation retained and up-to-date.</li> <li>Medications are secured</li> <li>Inform school community of school policy regarding administration of medications.</li> <li>Monitor implementation of the policy to minimise students bringing in unauthorised medications.</li> <li>Educate students and peers about the dangers of sharing medications.</li> </ul>	4	CRTs	Ongoing	Ongoing
<b>Latex Allergies</b>	Employees who work with special care students and assist with toileting.	2	<ul style="list-style-type: none"> <li>Protective gloves provided.</li> </ul>	4	CRTs	Ongoing	Ongoing
<b>Latex Allergies</b>	Sports activities, e.g. swimming caps and goggles provided for swimming events.	4	<ul style="list-style-type: none"> <li>HCP for student allergies maintained and communicated to staff.</li> <li>Student allergies identified on 'flip-cards' and carried by all staff when on duty.</li> <li>Parents/carers provide swimming caps and goggles made of an alternative material.</li> <li>Exempt students with allergies from wearing latex swimming caps and goggles.</li> </ul>	4	Parent/Carer Sports Coordinators	Ongoing	Ongoing
<b>Anaphylactic Emergency</b>	<p>Potential need to provide an emergency response.</p> <p>Out of date auto-injectors</p>	4	<ul style="list-style-type: none"> <li>Students diagnosed as being at risk of anaphylaxis have ASCIA Action Plan for Anaphylaxis and adrenaline auto-injector stored together in an accessible location.</li> <li>Student also has individual health care plan.</li> <li>Epi-pen expiry dates checked annually.</li> <li>School provides additional auto-injectors for multiple excursions.</li> <li>One general use auto-injector in first aid kit.</li> <li>Monitor use by dates of all auto-injectors and replace them by the use by date. In the case of students' personal adrenaline auto-injectors, remind parents to replace them by the use by date.</li> </ul>	4	CRTs	Ongoing	Ongoing

Hazard/s	Risk/s	Risk rating	Control action/s	Risk rating after controls	Responsible	Due	Complete
All Activities	<b>Allergens</b> (including bites and stings from insects, spiders, snakes)	4	<ul style="list-style-type: none"> <li>First aid plan in place</li> <li>ASCIA training completed</li> <li>First aid training completed</li> <li>Staff monitored for currency in anaphylaxis and CPR training.</li> <li>Staff aware of students with allergies. Stop the program if an anaphylactic diagnosis is identified.</li> <li>Ensure Asthma puffer and spacer along with General ASCIA Action Plan for Anaphylaxis (the emergency response plan) and emergency adrenaline injector are in First Aid kit.</li> <li>Report any incidents to the Incident Report and Support Hotline: 1800 811 523.</li> </ul>	4	CRTs & Principal	Ongoing	Ongoing

Relevant information attached: Yes ☐ No ☐

**Communicate to:** List all staff, communicate in all staff meetings, sign-off or attach agenda and attendance sign-on sheet.

Name	Signature	Date
See SDD sign on 30/01/2024		

## Risk matrix and evaluation

Table 1: THE WHS RISK MATRIX

		CONSEQUENCE (Severity)				
LIKELIHOOD (Probability)		Insignificant 1	Minor 2	Moderate 3	Major 4	Critical 5
		No treatment required.	Injury/illness requiring first aid treatment only.	Injury/illness requiring hospitalisation on going treatment.	Life-threatening injury/illness or multiple hospitalisations.	Death or multiple life-threatening injuries.
<b>Almost certain 5</b>	Expected to occur in most circumstances.	<b>MEDIUM 5</b>	<b>HIGH 10</b>	<b>EXTREME 15</b>	<b>EXTREME 20</b>	<b>EXTREME 25</b>
<b>Likely 4</b>	High probability of occurring in most circumstances.	<b>MEDIUM 4</b>	<b>MEDIUM 8</b>	<b>HIGH 12</b>	<b>EXTREME 16</b>	<b>EXTREME 20</b>

		CONSEQUENCE (Severity)				
<b>Possible 3</b>	Might occur occasionally.	LOW 3	MEDIUM 6	HIGH 9	HIGH 12	EXTREME 15
<b>Unlikely 2</b>	Could occur at some time, doubtful.	LOW 2	MEDIUM 4	MEDIUM 6	MEDIUM 8	HIGH 10
<b>Rare 1</b>	May occur but only in exceptional circumstances.	LOW 1	LOW 2	LOW 3	MEDIUM 4	MEDIUM 5



Table 2: WHS Risk Evaluation

Risk level	Acceptability	Priority for action to control risk	Sign-Off Authority: Schools	Sign-Off Authority: Other workplace
Low 1-3	Acceptable	PROCEED while monitoring existing controls. Manage the exposure to the hazard using existing procedures in consultation with workers and respond to any changes.	School Principal or delegate	Immediate Supervisor or Workplace Manager
Medium 4-8	Tolerable	PROCEED with the activity and/or allow the hazard to persist only after identifying and implementing any additional controls reasonably practicable. Monitor all controls and manage the exposure to the hazard using existing procedures in consultation with workers and respond to any changes.	School Principal or delegate	Senior Manager or Director
High 9-14	Unacceptable	<b>DO NOT PROCEED</b> and/or allow the hazard to persist until all risks/hazards are identified and the most effective control methods are documented in a risk assessment. Seek support from the workplace manager and WHS Advisor or the Incident Report and Support Hotline.	Principal to sign off. Principal to talk to staff about eliminating or reducing the risk, and contact: <ul style="list-style-type: none"> <li>Health, Safety &amp; Staff Wellbeing Directorate for review</li> <li>Legal as required.</li> </ul>	Executive Director or delegate to talk to staff about eliminating or reducing the risk and contact: <ul style="list-style-type: none"> <li>Health, Safety &amp; Staff Wellbeing Directorate for review</li> <li>Legal as required.</li> </ul>
Extreme 15+	Unacceptable	<b>STOP IMMEDIATELY</b> and contact your WHS Advisor or the Incident Report and Support Hotline to plan a coordinated response in consultation with key subject matter experts to eliminate or control exposure to the hazard.	Principal to advise staff about eliminating or reducing the risk, and contact: <ul style="list-style-type: none"> <li>Director Educational Leadership for review</li> <li>Health, Safety &amp; Staff Wellbeing Directorate for review</li> <li>Legal as required.</li> </ul>	Executive Director or delegate to advise staff about eliminating or reducing the risk, and contact: <ul style="list-style-type: none"> <li>Health, Safety &amp; Staff Wellbeing Directorate for review</li> <li>Legal as required.</li> </ul>

## Hierarchy of controls

CONTROL	EFFECTIVENESS	DESCRIPTION	EXAMPLES
<b>ELIMINATION</b>	<b>BEST</b>	<b>Eliminate</b> the hazard entirely.	Eliminating the risk of a fall from height by doing the work at ground level.
<b>SUBSTITUTION</b>	<b>VERY GOOD</b>	<b>Substitute</b> the hazard with safer options.	Replacing hazardous cleaning chemicals with equivalent non-toxic products.
<b>ISOLATION</b>	<b>GOOD</b>	<b>Isolate</b> the hazard from causing harm.	Placing a barrier around an area of wet floor as a slipping hazard.
<b>ENGINEERING</b>	<b>GOOD</b>	<b>Use engineering</b> controls to reduce the risk.	Installing guards, rails, or handrails to prevent falls.
<b>ADMINISTRATIVE</b>	<b>POOR</b>	<b>Administrate</b> and document safe work practices.	Training workers in safe work procedures, Safe Operating Procedures.
<b>PPE</b>	<b>WORST</b>	<b>Protect</b> workers with Personal Protective Equipment (PPE).	Providing goggles and gloves to people handling hazardous chemicals.

### Need help?

Speak to your [Work Health Safety Advisor](#) for support and advice or contact the Incident Report and Support Hotline on **1800 811 523**.