**Risk Assessment:**

**Planning and running an activity carry with it a range of responsibilities to ensure the health, safety, and welfare of those involved. This includes managing and minimising a range of risks present during the planning, set up and running of an activity. A suitable and sufficient risk assessment process must be undertaken to minimise risk and ensure safety, as far as is reasonably practicable.**

**This risk assessment is for the activity of receiving, storing, and using whitefish within a school classroom kitchen and covers a range of risk issues. Risk assessment processes require review and monitoring to ensure they are current and appropriate and take account of event developments. Risk assessments can be adapted and then adopted for use within an establishment.**

**This risk assessment method uses a scoring system to calculate risk levels. This aids in planning control of risk, as it indicates initial risk and demonstrates if control methods have reduced it.**

**All current whole school Covid guidelines are to be followed during this activity. Increase hand hygiene and minimise contact time as much as possible. Increased equipment & sanitising regimes should be in place for this activity.**

***The whitefish being supplied to schools has come from a reputable and certified seafood producer, retailer, and professional distributer. The fish have been caught, harvested, processed, packed and distributed following internationally recognised and certified quality assurance systems to ensure a safe quality product is delivered for use in the classroom***

**i This example Risk Assessment should be adapted and modified for your school circumstances**

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**Risk Assessment – Tinned Mackerel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Activity:** Whitefish **Class:**

**Risk Assessed by:**  **Location:**

**Initial Event RA Date: Current Event RA Date:**

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| **Hazard**  Potential risks | **Who could be harmed** | **Risk level  – low, medium, high** | **What are you doing to control the risk?** | **Who is responsible?** | **Date when this action was checked/ completed?** |
| **Delivery**  Food poisoning from physical or biological contamination | Pupils, teachers, staff | Low | * Brief reception staff to ensure delivery is taken to food room when delivered. * Carry out a visual check for contamination * Check for any damage to outer packaging * Check inner packaging in sound and not damaged * Follow storage instructions on packaging. |  |  |
| **General hygiene**  Contamination and spreading germs | Pupils, teachers, staff | Medium | * Pupils taught the need for personal hygiene when cooking. * Ensure that warm water, soap and towels are available. * Cuts etc. are covered with blue waterproof adhesive dressings * Long hair is tied back. * Long sleeves to be rolled up, and scarves and other large fabric accessories (except for religious head wear) to be removed for food preparation. * Aprons are kept clean, and new aprons changed as needed. * Nail varnish is removed or gloves worn. * Pupils are taught about not sneezing/coughing into food e.g. into a tissue or elbow, and hands washed. * Keep spaces open for ventilation where possible. |  |  |
| **Food contamination (food poisoning)**  Ready to eat/cooked food coming into contact with raw food – illness | Pupils, teachers, staff | Medium | * Follow storage instructions on the packaging before using the products * Pupils are educated on the significance of hygiene in the kitchen – e.g. the importance of washing hands with soap and water after handling certain foods like raw meat, or after sneezing, etc. * No one feeling sick or unwell to be permitted to cook. * No one suffering or recently recovered from sickness or diarrhoea to be permitted to cook. * Different coloured chopping boards for different food types (or if all same colour, use separate boards to avoid cross contamination). * Separate chopping boards and utensils used for raw and cooked foods. * Chopping boards and utensils used for raw food are washed up last. * Equipment, including cutlery, should be stored in secure, clean conditions and used only for food preparation. * Ensure ovens and hobs are the correct temperature and follow recipe cooking times. * When tasting food, learners should only taste the food prepared using their own individual cutlery to avoid cross contamination. * Surfaces to be cleaned and sprayed with an anti-bacterial spray and cleaned down between workshops. * Check temperature of refrigerators to ensure they are between 0-5oC for perishable food. * Once opened, food packaging should be appropriately sealed and kept for the recommended time on the packet/tin or decanted to another container. |  |  |
| **Burns/Scalds**  Heat, fire or electrical hazards relevant to equipment used, e.g. oven, kettle, toaster, food processor/blender | Pupils, teachers, staff | Medium | * Access to a qualified First Aider on site. * Fire blanket/CO2 extinguisher located nearby. * COSHH risk assessment in place for cleaning products. * Pupils informed on how to use utensils and equipment safely (if applicable) * Ensure correct supervision from a teacher during demonstration. * Check ovens and hobs are correctly turned off at the start and end of all sessions. * Ensure sleeves are rolled up when using a hob. * Use a flameless hob where possible. * Ensure pan handles are turned inwards away from pupils. * Ensure correct cooking utensils are used e.g. non-heat conducting. * Oven gloves to be used to carry hot food. |  |  |
| **Cuts**  Cut hazards relevant to the demonstration, e.g. knife, grater, peeler – knives carried or used incorrectly, theft of knives | Pupils, teachers, staff | Medium | * Access to a qualified First Aider on site. * Pupils should receive correct education and training for age-appropriate knife skills. * Use bridge and claw technique. * Correct size and sharpness of knives are used. * Knives are stored safely when not in use. * Use of knives is supervised by an adult, if required. * Pupils are aware of how to manage cuts. * Blue plasters are kept in the first aid box/easily accessible during cooking lessons. * Grating is introduced using appropriate foods (e.g. hard or soft). * Box graters are used on a flat surface. |  |  |
| **Choking, allergies, intolerances**  Any choking, allergy or intolerance hazards relevant to the demonstration, e.g. size of food samples, types of food used, cross-contamination risks, allergic reactions | Pupils, teachers, staff | Medium | * A recipe is provided to confirmed groups before activity. * Teacher to have a record of pupils’ allergies or dietary needs. This is accessible during the class activities. * Teachers and First Aiders have received training on allergens and how to manage allergic reactions. * Recipes are adapted to ensure they are safe and inclusive. * Demo plans and recipes have key allergens identified. * Staff check labels and packaging for allergens. * Fish already filleted to minimise small bones – visual checks before cooking |  |  |
| **Trip, slip, fall**  Any trip, slip or fall hazards relevant to the demonstration, e.g. furniture, bags, spillages | Pupils, teachers, staff | Medium | * Chairs are safely placed around the demonstration area. * Bags and coats are removed from the cooking area. * Spillages are cleaned promptly. * Pupils are reminded to move around the classroom space safely e.g. walk. * There is a visual check to ensure all walkways are clear, no obstructions, etc. * Wet floor signs are available. |  |  |

**Any risk assessment should be communicated to all those involved with the task. Please collate signatures on this sheet as confirmation all staff involved have read and understood the risk assessment. A copy of the signed risk assessment should be available to all employees and for viewing if requested.**

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