Allergy Management Risk Assessment for Individual Students

This form should be completed by the setting in liaison with the parents/guardian and the student if appropriate. It should be shared with everyone who has contact with the student. It should be read alongside the student's Health Care Plan that has been produced the Allergy clinic. A whole school approach is recommended in the management of allergy which would involve all staff to have awareness training in addition to key staff having adrenaline autoinjector (AAI) training.

Child/Young person: Click or tap here to enter text.	**Date of Birth:** Click or tap here to enter text.
Setting/School: Click or tap here to enter text.	**Key Worker/Teacher/Tu**tor: Click or tap here to enter text.
Allergies: **Milk, Egg** Are reactions: **Ingestion** Click or tap here to enter text. **Direct contact**: Click or tap here to enter text. **Indirect contact**: Click or tap here to enter text.	
G.P: Name: Click or tap here to enter text. Phone number: Click or tap here to enter text.	**Clinic/Hospital:** Name: Click or tap here to enter text. Phone number: Click or tap here to enter text.
Date: Click or tap here to enter text.	**Review date:** Click or tap here to enter text.
Who is responsible for providing support in school: Click or tap here to enter text.	
People involved in writing this plan: Click or tap here to enter text.	
Signatures: Setting Manager/Head teacher: Date: Click or tap here to enter text. Young person: Date: Click or tap here to enter text. **I give permission for this risk assessment to be shared with anyone who needs this information to keep my child/young person safe,** **I give permission for my child's photograph to be displayed sensitively to keep my child safe,** **I give permission for the school's 'spare' AAI to be used on my child in an emergency where anaphylaxis is suspected.** Parents: Date: Click or tap here to enter text.	

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Complete in discussion with the parent/guardian, student if appropriate and medical professional if available. Consider all situations that the student may be in and agree control measures. Use the risk analysis tool at the end of the document to assess probability and impact producing further control measures if necessary. This is intended to be dynamic document and should be updated annually or after an incident or near miss.			
Can the student recognise a reaction for themselves?			
What have been the symptoms of previous reactions? Stomach hurting, rubbing eyes have tended to be initial signs Itching on any part of body with hives developing Swollen eyes, lips, tongue and itchy throat			
What are the hazards for each activity?	**What are you already doing to control the risks?**	**Probability**	**Impact**
	Examples of control measures and things to consider have been included to aid thinking. It is essential that these are changed/removed and your school procedures are included.		
Medication:			
Storage: Location of child's medication Location of generic 'spare' AAI	For example: Medication is kept with the child, it is always accessible and never locked away. It is in an easily identifiable container with child's name and photograph on. It will never be more than 5 minutes away from the child. Adult has oversight of ensuring that it is always with the child and child encourage to self carry. 'Spare' AAI is located in the office on the shelf (it must never be locked away)		
Food and drink:			
Break time snacks including drinks	consider: seating, inclusion, mental health (isolation), hand washing of staff, other children, cleaning of tables with hot soapy water consider how this works on the playground		

Lunch time: Hot meals Sandwiches Drinks	consider: how to identify children easily, potential use of different coloured plates, wrist bands, tokens seating, inclusion, mental health (isolation), hand washing of staff, other children, cleaning of tables with hot soapy water consider how this works on the playground ensure catering staff are aware of children, display photos discretely for their use https://www.food.gov.uk/business-guidance/allergen-guidance-for-institutional-caterers		
Events involving food: Cake sales Parties Other PTA events Drinks	Consider: Ensure PTA have understanding for food handling/hygiene, see: https://www.food.gov.uk/safety-hygiene/providing-food-at-community-and-charity-events controls could be that the child is able to select their cake first, safe cakes are identified and kept separately, keep packaging with the cakes if shop bought so that the allergens can be identified, ensure people who are running the event are aware of the controls, encourage the child to ask 'is this safe for me'		
Celebrations: e.g. Birthdays, Easter	Consider: Inclusion, school policy of bringing in birthday food to share, does it need to be food or can it be a different gift such as a book for the class or library if food is brought in ensure that it is given out on the way home so that the allergic child doesn't come into contact with it or feel isolated, make sure children know to check with their adults before eating to make sure it is safe Staff should not use food based treats unless agreed with child's adult in advance and is the same for everyone to ensure inclusion		
Curriculum activities:			
Cooking	Liaise with parent/guardian, ideally at the end of the term before this is going to be undertaken. Discuss ingredients and any recipe adaptations that are needed.		

	Consider food preparation and how to avoid cross contamination, ensure that utensils are kept separate and washed to remove allergens in hot soapy water.		
Creative activities: e.g. junk modelling, pasta	Consider whether these could have contained the child's allergens and whether they should be used to prevent cross contamination reactions		
Music: instrument sharing (cross contamination issue)	Consider whether there are any controls that can be put in place for blowing instrument or whether the child should not use these at all.		
Science activities:	Consider how the activity or experience can be adapted for everyone to ensure that the allergic child remains safe. For example, for a child allergic to egg, it would not be safe to use egg in forces experiments and only change the allergic child's egg, all children would need an alternative otherwise the allergen is everywhere in the room and the child is unsafe. Allergens are everywhere – check all resources even if you think they are unlikely, consider both food and non-food items.		
PE: Indoor Outdoor Forest Schools	Consider: Where should the AAIs be located? Will they be within 5 minutes of the child or do they need to be with the child. Are there any additional risks in the forest school area? Trees with nuts, if so ensure that all children know to leave them in situ and have them cleared before each session. If cooking happens in forest school, see sections above for suggestions		
Playtime: Playground Field	Consider: Where should the AAIs be located? Will they be within 5 minutes of the child or do they need to be with the child. What procedures need to be in place for eating and drinking on the playground?		
Offsite activities:			
Day trips	Consider: activities to be undertaken: farm, science centre, food centre (cheese making) and pre-visit to determine risks followed by discussion with the provider and the parent/guardian who may have previous experience of visiting similar providers.		

	Which staff are accompanying the trip and make sure they have appropriate knowledge and training and who would go if someone was absent on the day. N.B parents/guardians should not be expected to accompany the child Ensure medication is taken and that the child is in the group with the medication		
Residential visits	As above plus discuss the menu with the provider at the earliest opportunity and then discuss with the parent/guardian. Liaise with the provider after this to ensure that any adaptations to the menu are made. Consider how serving the food will work to ensure that the child receives the right food. Ensure that there are no allergens in the bedroom and that the children sharing the room know what will make their friend poorly and what they need to do about it, should that happen.		
Other:	Anything not already covered.		

This must be completed for any activity that is medium with the aim of bringing the risk to LOW. **Activities that are High or Extreme must not happen unless action can be implemented to bring the risk to LOW.**				
Hazard	**What further action do you need to take to control the risks?**	**Who needs to carry out the action?**	**What is the action needed by?**	**Completed**

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Consequence		Minor	Moderate	Major	Critical	Fatal
Likelihood	**Rare**	Low	Low	Low	Low	Low
	Unlikely	Low	Low	Medium	Medium	Medium
	Possible	Low	Medium	Medium	High	High
	Likely	Medium	Medium	High	High	Extreme
	Certain	Medium	Medium	High	Extreme	Extreme

Consequence	Minor	Moderate	Major	Critical	Fatal
This is the impact of the action being allowed to happen			Emergency response required, ambulance and hospital	Emergency response required, ambulance and hospital	Death

Likelihood	Definition
Rare	May only occur in exceptional circumstances
Unlikely	Could occur in some circumstances, surprised if happened
Possible	Possible or likely to occur in most circumstances
Likely	Will occur in most circumstances
certain	It is expected to occur, inevitable