

Allergy Management Risk Assessment for Individual Students

This form should be completed by the setting in liaison with the parents/guardian. It should be shared with everyone who has contact with the child. It should be read alongside the child's Health Care Plan that has been produced the Allergy clinic. A whole setting 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/Tutor: 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: _____ 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 safe, I give permission for my child's photograph to be displayed sensitively to keep my child safe, Maintained Nurseries only: I give permission for the setting'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.	

Complete in discussion with the parent/guardian and medical professional if available. Consider all situations that the child 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 child 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, pulling at lips and 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 Maintained nurseries only - 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. 'Spare' AAI is located in the office on the shelf (it must never be locked away)		
Food and drink:			
Snack time including drinks	consider: seating, consider staff allocated to watch 1:1, hand washing of staff, other children, cleaning of tables with hot soapy water		
Lunch time: Hot meals Sandwiches Drinks	consider: how to identify child easily, potential use of different coloured plates, serve their meal first, how to balance safety and isolation as eating is a communal time. Seating		

	<p>consider staff allocated to watch 1:1, hand washing of staff, other children, cleaning of tables with hot soapy water ensure catering staff are aware of children, display photos discretely for their use</p> <p>https://www.food.gov.uk/business-guidance/allergen-guidance-for-institutional-caterers</p>		
<p>Events involving food: Parties Cultural experiences Curriculum including food</p>	<p>Consider: Timely communication with parents about suitable alternatives Child could be served with food first to avoid cross contamination safe cake/food could be made for all the children instead safe cakes/food are identified and kept separately, keep packaging with the cakes/food if shop bought so that the allergens can be identified,</p>		
<p>Celebrations: e.g. Birthdays, Easter</p>	<p>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 if food is brought in ensure that it is given out on the way home to the parent/carer so that the allergic child doesn't come into contact with it or feel isolated, Staff should not use food based treats unless agreed with child's adult in advance and is the same for everyone to ensure inclusion</p>		
Curriculum activities:			
<p>Cooking</p>	<p>Liaise with parent/guardian, with plenty of notice 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.</p>		
<p>Expressive arts and design: Creative activities: e.g. junk modelling, pasta, playdough</p>	<p>Consider whether these could have contained the child's allergens and whether they should be used to prevent cross contamination reactions Ensure that playdough recipes do not contain the child's allergens</p>		

<p>Music: instrument sharing (cross contamination issue)</p>	<p>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.</p>		
<p>Understanding the world activities:</p>	<p>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, discuss with parents/carers/medical team whether it is safe for chicks to be hatched or whether this element of Development Matters can be addressed a different way. Allergens are everywhere – check all resources even if you think they are unlikely, consider both food and non-food items.</p>		
<p>Physical development activities: Indoor Outdoor Forest Schools</p>	<p>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.</p>		
<p>Offsite activities:</p>			
<p>Curriculum visitors Day trips</p>	<p>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</p>		
<p>Other:</p>	<p>Anything not already covered.</p>		

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

Consequence	Minor	Moderate	Major	Critical	Fatal
Likelihood	Rare	Low	Low	Low	Low
	Unlikely	Low	Low	Medium	Medium
	Possible	Low	Medium	Medium	High
	Likely	Medium	Medium	High	High
	Certain	Medium	Medium	High	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	We occur in most circumstances
certain	It is expected to occur, inevitable

Example