

# Plan safe EOTC trips and excursions

A suggestion for implementing the strategy 'Develop and implement health and safety policies and procedures' from the Guide:

[Allergies and learning](#)

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## **Includes:**

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Inclusive Education

From

Guide: [Allergies and learning](#)

Strategy: [Develop and implement health and safety policies and procedures](#)

Suggestion: [Plan safe EOTC trips and excursions](#)

Date

19 September 2021

Link

[inclusive.tki.org.nz/guides/allergies-and-learning/plan-safe-eotc-trips-and-excursions](https://inclusive.tki.org.nz/guides/allergies-and-learning/plan-safe-eotc-trips-and-excursions)

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## Health and safety policies

Comply with legal responsibilities – **NAG 5**.

Review your health and safety policy and supporting procedures, using the **EOTC SMP policy and procedure template** .

- Identify those at risk of anaphylaxis from your student data.
- Identify those at risk of an allergic reaction from your student data.
- Minimise risks to triggers that could result in anaphylaxis, including food, insect venom, and latex.
- Ensure quick access to students' ASCIA Anaphylaxis or Allergy Action Plans.
- Ensure quick access to students' adrenaline, such as EpiPens.
- Ensure allergy medication, such as antihistamines and EpiPens, is available at all times and is up-to-date.
- Identify emergency procedures for students at risk of allergic reactions.
- Train all staff to recognise and deliver first aid to a child experiencing an allergic reaction or anaphylaxis.

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## Times of high risk

Put processes in place to ensure a timely response to an anaphylactic reaction.

Learners are most at risk when:

- their routine is broken, for example, during sports days
- they are at morning tea and lunch
- they are off site on excursions or camps
- immediate access to medical services is not available, for example, when tramping
- staff changes occur, for example, when relief staff are working
- participating in activities involving food, such as cooking lessons.

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## RAMS

Use the [Tool Kit for EOTC Management](#) to identify, assess, and control risks for students with allergies.

- 1 Identify hazards** – identify specific triggers, such as specific food, bees, wasps, and latex, which may exacerbate an allergic reaction. Plan to avoid these where possible.
- 2 Assess risks** – understand the nature of the risk, the consequences, and the likelihood of it happening. For example, a mild allergic reaction, such as a rash or swelling of the face, or a severe allergic reaction with difficulty breathing. Use the [EOTC risk assessment form](#).
- 3 Control risks** – plan to implement effective control measures, such as quick access to students' ASCIA Anaphylaxis or Allergy Action Plans, medication, including EpiPen and antihistamine, first-aid kit, and cell phone. Ensure parent helpers know which learners are at risk of severe reactions (anaphylaxis), the signs and symptoms to watch out for, and actions to take if anaphylaxis suspected.
- 4 Review control measures** – review your allergy emergency procedures: Are they working as planned?

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## Manage risk of anaphylaxis

Ensure you have procedures in place to manage food allergies safely, avoiding accidental exposure.

- ▲▲ Supervise children eating lunch outdoors or in new environments.
- ▲▲ Plan ahead to ensure any food purchased for trips or brought on the day is safe for students with food allergies.
- ▲▲ Do not allow food to be shared.
- ▲▲ Provide access to handwashing facilities.
- ▲▲ Clean surfaces where food is served to prevent the cross-contamination of allergens.

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## Excursions – Health and safety practices



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## Useful resources



EOTC guidelines – Bringing the curriculum alive

Publisher: Ministry of Education | Te Tāhuhu o te Mātauranga

[Visit website](#)



Health and Safety requirements for boards and school leaders

Publisher: Ministry of Education | Te Tāhuhu o te Mātauranga

[Visit website](#)



Licensing criteria for early childhood education and care services 2008

Read time: 47 min

Publisher: Ministry of Education | Te Tāhuhu o te Mātauranga

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