

# Curriculum activity risk assessment

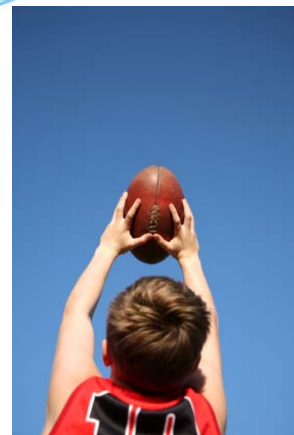
## Australian Rules Football

clever • skilled • creative

### Activity scope

This document relates to student participation in training, skills development and competition of Australian Rules Football as a curriculum activity.

The nature of the activity makes it unsuitable for very young students. The rules should be modified to match the age of the students.



Teachers/leaders:		
Activity description:		
Start date:	Finish date:	No of students (approx.):
Class groups:		Supervision ratio (approx.):

### Risk level

The actual risk level will vary according to the specific circumstances of the activity and these **must** be considered when assessing the inherent risk level and planning the activity. As a starting point, ask the following questions:

- Which students will be involved?
- Where will the students be?
- What will the students be doing?
- Who will be leading the activity?
- What will the students be using?



Date Modified: 13 August 2010

Inherent Risk Level		Action required / approval
<input type="checkbox"/>	Medium	Modified games, adhering to the AFL Australian Football Match Policy, or other modified minimal contact versions.
<input type="checkbox"/>	High	Likely chance of a serious incident and injury requiring medical treatment
		<input checked="" type="checkbox"/> Record controls in planning documents and/or complete this <i>Curriculum Activity Risk Assessment</i> . Consider obtaining parental permission.
		<input checked="" type="checkbox"/> A <i>Curriculum Activity Risk Assessment</i> must be completed. <input checked="" type="checkbox"/> Principal or delegated Deputy Principal or Head of Program (i.e. HOD, HOSES, HOC) to review and approve risk assessment. <input checked="" type="checkbox"/> Obtaining parental permission is recommended. Once approved, activity details are to be entered into the <i>School Curriculum Activity Register</i> .

Listed below are the 'minimum' recommendations for this type of activity. For any items ticked 'No', provide further information on the additional or alternate controls to be implemented for the safe conduct of the activity.

Minimum supervision
Adequate adult supervision is to be provided In determining what is adequate, consider the number of students, their individual needs, and the nature of the activity. If an adult other than a registered teacher is engaged for instruction, a teacher should be present to take overall responsibility. <a href="#">Blue Card</a> requirements <b>must</b> be adhered to.
<input type="checkbox"/> Registered teacher with minimum qualifications as outlined below <b>OR</b> <input type="checkbox"/> An adult with minimum qualifications as outlined below, in the presence of a registered teacher
Further information:

Minimum qualifications
<i>The qualifications listed in this section are minimums for each type of situation. Leaders are encouraged to seek training to raise their qualifications levels above the minimum listed.</i>
<input type="checkbox"/> Current first aid qualifications including Cardio Pulmonary Resuscitation (CPR) or ready access to first aid facilities, including qualified personnel.
<input type="checkbox"/> Competition games will be controlled by competent coaches and officials
<input type="checkbox"/> <a href="#">Blue Card</a> requirements met
<b>Medium</b> — Modified games, adhering to the AFL Australian Football Match Policy, or other modified minimal contact versions.
<b>For a registered teacher:</b>
<input type="checkbox"/> level One (Youth) coaching qualifications from the Australian Football League <b>OR</b>
<input type="checkbox"/> Competence (demonstrated ability / experience to undertake the activity) in the teaching of AFL

## Minimum qualifications

*The qualifications listed in this section are minimums for each type of situation. Leaders are encouraged to seek training to raise their qualifications levels above the minimum listed.*

A teacher could demonstrate their competency to conduct an activity to the person approving the Curriculum Activity Risk Assessment through their:

- knowledge of the activity and the associated hazards and risks
- experience (i.e. previous involvement) in undertaking the activity
- demonstrated ability and/or expertise to undertake the activity
- possession of qualifications related to the activity

**High** — Likely chance of a serious incident and injury requiring medical treatment

**For a registered teacher or a leader other than a registered teacher:**

- level One (Youth) coaching qualifications from the Australian Football League

Further information:

Minimum equipment/facilities <i>'If 'No' is ticked, provide further information.'</i>	Yes	No
First aid kit suitable for activity	<input type="checkbox"/>	<input type="checkbox"/>
Communication system: <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="width: 45%;"> <input type="checkbox"/> phone-line at location  <input type="checkbox"/> walkie talkies/UHF Radio           </div> <div style="width: 45%;"> <input type="checkbox"/> mobile phone  <input type="checkbox"/> student/adult messenger           </div> </div> Other:		
Sun safety equipment (hat, sunscreen, shirt etc)	<input type="checkbox"/>	<input type="checkbox"/>
Drinking water (students should not share drinking containers)	<input type="checkbox"/>	<input type="checkbox"/>
In order to prevent injuries to players, officials and spectators, the distance between the boundary line and oval fencing should be a minimum of three metres	<input type="checkbox"/>	<input type="checkbox"/>
Goal and behind posts to be padded as follows: <ul style="list-style-type: none"> <li>a minimum of 35 millimetres thick foam padding, covered in canvas or painted</li> <li>a minimum height of two and a half metres from the bottom of each goal and behind post</li> <li>a suitable width to allow the padding to be fixed around each goal and behind post</li> <li>the padding must be securely attached around each goal and behind post.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
Some suggested alternate controls where minimum boundary clearance is not met. <ul style="list-style-type: none"> <li><input type="checkbox"/> Reduce the size of the playing field to achieve an adequate clearance zone.</li> <li><input type="checkbox"/> Remove spectators/dangerous obstacles within the clearance zone.</li> <li><input type="checkbox"/> Provide instructions to the officials/supervisors and players about the limited clearance zone.</li> <li><input type="checkbox"/> Station supervisors near any obstacles within the clearance zone.</li> </ul>		
Further information:		






Further information:

Governing bodies/associations <i>If 'No' is ticked, provide further information.</i>	Yes	No
Guidelines/codes of practice are established for this activity. See <a href="#">Keeping Junior Football Safe</a> , <a href="#">Australian Football League</a> Have these been considered during the planning of this activity?	<input type="checkbox"/>	<input type="checkbox"/>
If you are organising competitions or other events, have you referred to <a href="#">Queensland School Sport Unit</a> ?	<input type="checkbox"/>	<input type="checkbox"/>
Further information:		

## Hazards and suggested control measures

All persons engaging in this activity should:

- identify the hazards, including any additional hazards not mentioned here
- assess their significance
- manage the potential risks.

Listed below are indicative hazards/risks and suggested control measures. They are by no means exhaustive lists. After checking these add details of any other identified hazards/risks and additional controls you intend to implement.

Hazards/risks	Control measures	Yes	No	Implementation plan / Additional controls
<b>Physical contact</b> <ul style="list-style-type: none"> <li>• Breaks/sprains</li> <li>• Cuts, abrasions and/or grazes</li> <li>• Concussion</li> <li>• Accidental 'bumping'</li> </ul>	<ul style="list-style-type: none"> <li>• Provide instruction in rules, safety procedures and prerequisite skills before students play the game.</li> <li>• Note that mouthguards and other body padding should be considered for full contact games.</li> <li>• Adhere to <a href="#">AFL Next Generation Australian Football Match Policy</a> (For the conduct of the game for players aged 5–18).</li> <li>• Consider ability and suitability for the positions the students are to play. Training should be specific to player position.</li> <li>• Ensure that students pass through the skills and knowledge areas associated with Australian Rules Football before participating at a level governed by the full laws of the game.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	

Hazards/risks	Control measures	Yes	No	Implementation plan / Additional controls
	<ul style="list-style-type: none"> <li>Modify games to match the skill and fitness levels of students.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Equipment</b> <ul style="list-style-type: none"> <li>Mouthguards</li> <li>Spectacles</li> <li>Footwear</li> </ul>	<ul style="list-style-type: none"> <li>Note that if spectacles need to be worn during matches and training sessions, they should have plastic frames and plastic lenses. A band should also hold the spectacles on securely.</li> <li>Ensure that player equipment, including footwear and other protective items, complies with age and standard levels appropriate to the laws of the game.</li> <li>Inspect boots before each match. Any boots with loose, sharp-edged or excessively worn studs and sharp-edged soles should not be worn.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Biological material</b> <ul style="list-style-type: none"> <li>Body fluids (e.g. blood, saliva, sweat)</li> </ul>	<ul style="list-style-type: none"> <li>Adhere to <a href="#">Infection Control Guideline</a>. Students with open cuts and abrasions, rashes or boils, or any contagious condition, are to be removed from the activity and treated immediately. If bleeding cannot be controlled completely, the participant should not be allowed to return to the activity. All clothing, equipment and surfaces contaminated by blood should be treated as potentially infectious.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Students</b> <ul style="list-style-type: none"> <li>Student numbers</li> <li>Special needs</li> <li>High risk behaviours</li> <li>Medical conditions</li> </ul>	<ul style="list-style-type: none"> <li>Obtain parental permission, including relevant medical information.</li> <li>When students with medical conditions are involved, ensure that relevant medical/emergency plans and medications are readily available (insulin, Ventolin, EpiPen, etc.)</li> <li>Refer to Individual education plan/Educational adjustment plan/Behaviour management plan and other student documents.</li> <li>Where necessary, obtain advice from relevant advisory visiting teachers or specialist teachers</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	

Hazards/risks	Control measures	Yes	No	Implementation plan / Additional controls
	<ul style="list-style-type: none"> <li>Ensure there is adequate adult supervision.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Physical exertion</b> <ul style="list-style-type: none"> <li>Strains and sprains</li> <li>Cramps</li> <li>Exhaustion and fatigue</li> </ul>	<ul style="list-style-type: none"> <li>Have appropriate warm-up and warm-down activities.</li> <li>Follow progressive and sequential skills development.</li> <li>Have ice packs available.</li> <li>Continuously monitor students for signs of fatigue and exhaustion.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Environmental conditions</b> <ul style="list-style-type: none"> <li>Weather</li> <li>Surfaces</li> <li>Surrounds</li> </ul>	<ul style="list-style-type: none"> <li>Assess weather conditions before and during activity (e.g. temperature, storms)</li> <li>Assess suitability of surrounds</li> <li>Check surrounds for loose items, debris, hazards etc</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	

### Additional control measures

*These would relate to the specific student needs, location and conditions in which you are conducting your activity.*

Hazards/Risks	Control Measures

<b>Submitted by:</b>	<b>Date:</b>
List the names of those who were involved in the preparation of this risk assessment.	

Approval	
<input type="checkbox"/>	Approved as submitted
<input type="checkbox"/>	Approved with the following condition(s):
<input type="checkbox"/>	Not approved for the following reason(s):
By:	Designation:
Signed:	Date:
Once approved, activity details should be entered into the <i>School Curriculum Activity Register</i> by administrative staff.	Reference no.

<b>Monitor and review</b> <i>To be completed during and/or after the activity and/or at the completion of the series of activities.</i>	Yes	No
Are the control measures still effective?	<input type="checkbox"/>	<input type="checkbox"/>
Have there been any changes?	<input type="checkbox"/>	<input type="checkbox"/>
Are further actions required?	<input type="checkbox"/>	<input type="checkbox"/>
Details:		

## Important links

- SCM-PR-002: School Excursions  
<http://education.qld.gov.au/strategic/eppr/schools/scmpr002/>
- HLS-PR-003: First Aid  
<http://education.qld.gov.au/strategic/eppr/health/hlspr003/>
- HLS-PR-004: Infection Control and Management of Prescribed Contagious Conditions  
<http://education.qld.gov.au/strategic/eppr/health/hlspr004/>
- Infection Control Guideline:  
[http://education.qld.gov.au/health/pdfs/healthsafety/infection\\_control\\_guideline.pdf](http://education.qld.gov.au/health/pdfs/healthsafety/infection_control_guideline.pdf)
- HLS-PR-005: Health and Safety Incident Reporting and Notification  
<http://education.qld.gov.au/strategic/eppr/health/hlspr005/>
- HLS-PR-013: Developing a Sun Safety Strategy  
<http://education.qld.gov.au/strategic/eppr/health/hlspr013/>
- HRM-PR-010: Working with Children Check – Blue Cards  
<http://education.qld.gov.au/strategic/eppr/hr/hrmpr010/>
- HLS-PR-006: Managing Occupational Risks with Chemicals  
<http://education.qld.gov.au/strategic/eppr/health/hlspr006/hs16.pdf>
- Queensland School Sport Unit  
[www.schoolsport.qld.edu.au](http://www.schoolsport.qld.edu.au)
- Get Active Queensland Accreditation Program  
<http://www.sportrec.qld.gov.au/CommunityPrograms/Schoolcommunity/GetActiveQueenslandAccreditationProgram/Courseinformation.aspx>
- AFL Next Generation Policies  
<http://www.afl.com.au/next%20generation%20match%20policy/tabid/14532/default.aspx>

### Further information

For further information on incorporating risk management strategies into curriculum activity planning refer to [HLS-PR-012 Managing Risks in Curriculum Activities](#) and the associated list of [Curriculum Activity Risk Assessment Guidelines](#). (See: <http://education.qld.gov.au/strategic/eppr/health/hlspr012/index1.html>)

For further support with risk management training and advice, contact trained staff in schools such as Workplace Health and Safety Officers (WHSOs) and Workplace Health and Safety Representatives (WHSRs), and regional staff such as Senior Health and Safety Consultants.