

## Curriculum activity risk assessment

## Basketball

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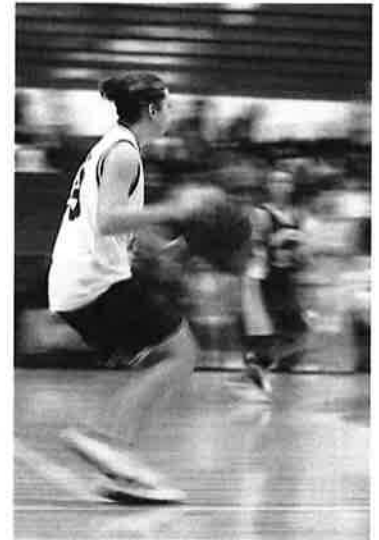
## Activity scope

This document relates to student participation in Basketball as a curriculum activity including the teaching of basketball skills, team training and competition matches conducted by schools.

## 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?



Inherent risk level		Action required / approval
<input checked="" type="checkbox"/>	Medium	<input checked="" type="checkbox"/> Record controls in your planning documents and/or complete this <i>Curriculum Activity Risk Assessment</i> . <input checked="" type="checkbox"/> Consider obtaining parental permission.

Teachers/leaders: Melissa-Anne Gaston		
Activity description: Warm-up Skill Activity Scrimmage Cool Down		
Start date: 02/03/2017	Finish date: 02/03/2017	No of students (approx.): 15
Class groups: Open Girls		Supervision ratio (approx.): 1:15



Queensland Government

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Date Modified: 13 August 2010

Basketball motion. File # 1277258

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Listed below are the minimum recommendations for this type of activity. For any items ticked 'No', provide further information regarding 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. Blue Card requirements **must** be adhered to.

- Registered teacher with minimum qualifications as outlined below  
**OR**  
 An adult with minimum qualifications as outlined below, in the presence of a registered teacher

Further information:

### Minimum Qualifications

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

- Current first aid qualifications including Cardio Pulmonary Resuscitation (CPR) or ready access to first aid facilities, including qualified personnel.  
 Blue Card requirements met

**Medium** — Some chance of an incident and injury requiring first aid

#### For a registered teacher:

- Level One coaching qualifications from Basketball Australia  
**OR**  
 A registered teacher with competence (demonstrated ability/experience to undertake the activity) in the teaching of Basketball

A teacher could demonstrate their competency 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.

**OR**

#### For a leader other than a registered teacher:

- Another adult with Level One coaching qualifications from Basketball Australia

Further information:

Minimum equipment/facilities	Yes	No
First aid kit suitable for activity	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Communication system: <input checked="" type="checkbox"/> phone-line at location <input type="checkbox"/> mobile phone <input type="checkbox"/> walkie talkies/UHF radio <input type="checkbox"/> student/adult messenger Other:		
<input checked="" type="checkbox"/> Compliance of the support structure and the fixing of the equipment to the support structure shall be certified by a registered professional engineer of Queensland (RPEQ). For further information refer to <u>Education Queensland Basketball Structures</u> and <u>Education Queensland Specification Basketball Equipment</u> . Building Act Compliance certificates were issued by Project Services, Dept of Public Works during the Basketball structure replacement program. Schools should have a copy of this document or it may be obtained through their QBuild client services manager. Regular checks on the condition of the structures could be carried out by QBuild as part of their maintenance condition assessments. Attach two warning signs to each structure. Attach one on the pole at 1200 millimetres above the ground and the other in the top left corner on the front of the backboard. For sign specifications see <u>Education Queensland Specification Basketball Equipment</u> . Warning stickers were issued with the new structures. New stickers can be obtained from Grand Slam Sports Equipment, Freecall 1800 773 461		
The padding of the backboard support structure shall cover: <ul style="list-style-type: none"> <li>the vertical edges on each side, to a minimum height of 2,150 millimetres from the floor and with a minimum thickness of 100 millimetres</li> <li>the bottom and side surfaces of the supporting arm of the backboard, from the back surface of the backboard over a minimum length of 1,200 millimetres along the arm, with a minimum thickness of 25 millimetres. (See <u>FIBA Basketball Equipment</u> policy).</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Two metre clearance surrounding each court	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/> Remove spectators/dangerous obstacles within the clearance zone</li> <li><input checked="" 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>		
Sun safety equipment (hat, sunscreen, shirt etc)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Drinking water (students should not share drinking containers)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Further information:		

Governing bodies/associations	Yes	No
Guidelines/codes of practice are established for this activity. See <u>FIBA: International Basketball Federation</u> , <u>Basketball Queensland</u> . Have these been considered during the planning of this activity?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you are organising competitions or other events, have you referred to <u>Queensland School Sport Unit</u> ?	<input checked="" 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>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>• Comply with <u>Infection Control Guideline</u>. Students with open cuts and abrasions 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> <li>• Have sufficient and suitable containment material (bandages, etc.) available.</li> </ul>	<input checked="" type="checkbox"/>           <input checked="" type="checkbox"/>	<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 (temperature, storms, etc.)</li> <li>• Assess suitability of playing surface (hard, level, non-slip, appropriate line markers, free from debris, potholes/divots in ground, etc.)</li> <li>• Outdoor courts should be sited in a north-south direction to limit visual interference from the sun.</li> <li>• Ensure that activities are sited away from buildings, pedestrians and other activities.</li> </ul>	<input checked="" type="checkbox"/>           <input checked="" type="checkbox"/>	<input type="checkbox"/>           <input type="checkbox"/>	
<b>Equipment</b> <ul style="list-style-type: none"> <li>• courts</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that indoor facilities have adequate lighting and ventilation.</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Hazards/risks	Control measures	Yes	No	Implementation plan / Additional controls
<ul style="list-style-type: none"> <li>• nets</li> </ul>	<ul style="list-style-type: none"> <li>• Where nets are used, the net should be:               <ul style="list-style-type: none"> <li>○ made of white cord</li> <li>○ suspended from the rings</li> <li>○ manufactured so that it checks the ball momentarily as it passes through the basket</li> <li>○ no less than 400 millimetres and no more than 450 millimetres in length</li> <li>○ manufactured with 12 loops to attach it to the ring.</li> </ul> </li> <li>• The upper section of the net should be semi-rigid to prevent:               <ul style="list-style-type: none"> <li>○ the net from rebounding up through the ring, creating possible entanglement</li> <li>○ the ball from becoming trapped in the net or rebounding back out of the net.</li> </ul> </li> <li>• Ensure that students wear appropriate footwear for the playing surface.</li> </ul>	<input type="checkbox"/>                      <input checked="" type="checkbox"/>	<input type="checkbox"/>                      <input type="checkbox"/>	
<p><b>Physical exertion</b></p> <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>• Cover rules, safety procedures and prerequisite skills before students play the game.</li> <li>• Follow progressive and sequential skill development.</li> <li>• Modify games to match the skill and fitness levels of students.</li> </ul>	<input checked="" type="checkbox"/>     <input checked="" type="checkbox"/>	<input type="checkbox"/>     <input type="checkbox"/>	
<p><b>Students</b></p> <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> </ul>	<input checked="" type="checkbox"/>     <input checked="" 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>• Where necessary, obtain advice from relevant advisory visiting teachers or specialist teachers.</li> <li>• Ensure there is adequate adult supervision.</li> <li>• Ensure that long fingernails are cut or taped to prevent injury to any participants.</li> <li>• Note that jewellery and body piercings <b>must</b> not be worn.</li> <li>• Ensure that personal accessories such as belts, hair pins etc containing metal are not worn.</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"/>	

### 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> Melissa-Anne Gaston	<b>Date:</b> 27/02/17
List the names of those who were involved in the preparation of this risk assessment. Melissa-Anne Gaston Simon Gills	

<b>Approval</b>	
<input checked="" 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: <i>ROBYN KENT</i>	Designation: <i>DP.</i>
Signed: <i>R.L. Kent</i>	Date: <i>3/3/17</i>
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>	<b>Yes</b>	<b>No</b>
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/>
- 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>
- FIBA Official Basketball Rules 2008 – Basketball Equipment  
<http://www.fiba.com/downloads/Rules/2008/BasketballEquipment2008.pdf>
- Education Queensland Specification Basketball Equipment  
<http://education.qld.gov.au/health/pdfs/basketball-equipment-specification.pdf>

### Further information

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

**Reset**

**Print**

**Uncontrolled copy.** Refer to *HLS-PR-012: Curriculum Activity Risk Management* at <http://education.qld.gov.au/strategic/eppr/health/hlspr012/> for master.