

Curriculum activity risk assessment

Touch Football

clever • skilled • creative

Activity scope

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

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: David Bonser

Activity description:
Bundaberg selection trials

Start date: 06/02/2016

Finish date: 06/02/2016

No of students (approx.): 20

Class groups:

Supervision ratio (approx.): 1:20

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 1 coaching qualifications from Touch Football Australia

OR



Competence (demonstrated ability / experience to undertake the activity) in the teaching of Touch

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.

OR

For a leader other than a registered teacher:



Level 1 coaching qualifications from Touch Football Australia

Further information:

| Minimum equipment/facilities <i>If 'No' is ticked, provide further information.</i> | 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 checked="" type="checkbox"/> mobile phone <input type="checkbox"/> walkie talkies/UHF Radio <input type="checkbox"/> student/adult messenger Other: | | |
| 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"/> |
| 5 metre clearance surrounding playing area | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Some suggested alternate controls where minimum boundary clearance is not met: | | |
| <input checked="" type="checkbox"/> Reduce the size of the playing field to achieve an adequate clearance zone. | | |
| <input type="checkbox"/> Remove spectators/dangerous obstacles within the clearance zone. | | |
| <input type="checkbox"/> Provide instructions to the official/supervisors and players about the limited clearance zone. | | |
| <input type="checkbox"/> Station supervisors near any obstacles within the clearance zone. | | |
| Goal and behind posts should be padded as follows: a minimum of 35 millimetres thick foam padding, covered in canvas or painted a minimum height of 2.5 metres from the bottom of each goal and behind post a suitable width to allow the padding to be fixed around each goal and behind post the padding must be securely attached around each goal and behind post. | <input type="checkbox"/> | <input type="checkbox"/> |
| 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 <u>Queensland Touch Association</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/risks | Control measures | Yes | No | Implementation plan / Additional controls |
|--|---|-------------------------------------|--------------------------|---|
| | <ul style="list-style-type: none"> Inspect boots or shoes before each match. Boots or shoes with loose, sharp-edged or excessively worn studs and sharp-edged soles should not be worn. If spectacles need to be worn during matches and training sessions, ensure that they have plastic frames and plastic lenses. A band should also hold the spectacles on securely. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Physical contact <ul style="list-style-type: none"> Breaks Bruises, cuts and/or abrasions | <ul style="list-style-type: none"> Provide instruction in rules, safety procedures and prerequisite skills before students play the game, including rules regarding physical contact. Modify games to match the skill and fitness levels of students. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Physical exertion <ul style="list-style-type: none"> Strains Sprains Fatigue and exhaustion | <ul style="list-style-type: none"> Have appropriate warm-up and warm-down activities. Follow progressive and sequential skills development. Group students according to ability level. Have ice packs available. Continuously monitor students for signs of fatigue and exhaustion. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Students <ul style="list-style-type: none"> Special needs High risk behaviours Medical conditions Student Numbers | <ul style="list-style-type: none"> Refer to Individual Education Plan/Educational Adjustment Plan/Behaviour Management Plan and other student documents. Obtain parental permission, including relevant medical information. When students with medical conditions are involved, ensure that relevant medical/emergency plans and medications are readily available (insulin, Ventolin, Epipen, etc.) Where necessary, obtain advice from relevant Advisory Visiting Teachers or Specialist Teachers. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |

| Hazards/risks | Control measures | Yes | No | Implementation plan / Additional controls |
|---------------|--|-------------------------------------|--------------------------|---|
| | <ul style="list-style-type: none"> Ensure that all students have removed items such as jewellery, watches, hair pins etc. prior to activity. Ensure adequate adult supervision | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| | | <input checked="" 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 |
|---------------|------------------|
| | |

Submitted by: David Bonser

Date: 02/02/2017

List the names of those who were involved in the preparation of this risk assessment.

David Bonser

Approval

Approved as submitted:

Approved with the following condition(s):

Not approved for the following reason(s):

By:

H. Robert
H. Robert

Designation:

Principal (B) SSS chain

Signed:

H. Robert

Date:

6/2/17

Once approved, activity details should be entered into the **School Curriculum Activity Register** by administrative staff.

Reference No.

| Monitor and review <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
- HLS-PR-005: Health and Safety Incident Recording 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 Touch Association
<http://www.qldtouch.com.au/>
- Queensland School Sport Unit
www.schoolsport.qld.edu.au
- Get Active Queensland Accreditation Program
<http://www.sportrec.qld.gov.au/CommunityPrograms/Schoolcommunity/GetActiveQueenslandAccreditationProgram/Courseinformation.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.

Reset

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