

Curriculum activity risk assessment

Softball

clever • skilled • creative

Activity scope

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

Risk level

This document is a guideline only, 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	Some chance of an incident and injury requiring first aid. <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Document controls in planning documents and/or complete this <i>Curriculum Activity Risk Assessment</i>. <input checked="" type="checkbox"/> Consider obtaining parental/carer permission.

Teachers/leaders: Lee-Anne O'Leary, Di Phillips

Activity description:

19 Years and Under Boys and Girls Bundaberg District School Sport Softball Trials.
Venue - Bundaberg Softball Association Diamonds, Clayton Road Bundaberg

Start date: 06/02/2017	Finish date: 06/02/2017	No. of students (approx): 30
Class groups:		Supervision ratio (approx): 1:15

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:

Lee-Anne O'Leary - Level 3 Softball Coach

Di Phillips - Level 4 Softball Coach

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

For a registered teacher:

- Get Active Queensland Softball Coaching Accreditation course
OR
 Competence (demonstrated ability/experience to undertake the activity) in the teaching of Softball.

A teacher could demonstrate a reasonable level of competence by two or more of the following:

- 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.

For a leader other than a registered teacher:

- An adult with Level 2 coaching qualifications from Softball Australia or Get Active Queensland Softball Coaching course.

Further information:

Lee-Anne O'Leary - First Aid Expires December 2018, CPR Expires Jan 2018

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 with sleeves and collar, etc)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Drinking water (students should not share drinking containers)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Batting helmets that cover both ears for batters which must not be cracked, broken dented or altered	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Batters and baserunners must wear helmets	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Catchers and umpires must wear a helmet, face mask, throat protector, chest protectors and leg guards. All catchers in fast pitch must wear a body protector/box. Female catchers may wear a body protector in slow pitch.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Bat handles must have approved grip	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Facilities that adhere, as close as practicable, to <u>International Softball Federation (ISF)</u> regulations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Minimum clearance of 7.62 metres outside the foul boundary line is recommended. Refer to ISF (appendix 1 – A).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Some suggested alternate controls where minimum boundary clearance is not met, considering the standard of play: <ul style="list-style-type: none"> <input 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 officials/supervisors and players about the limited clearance zone <input type="checkbox"/> station supervisors near any obstacles within the clearance zone <input type="checkbox"/> pad obstacles (e.g. poles, posts, sharp edges) to provide impact protection, e.g. use protective screens, back net. 		
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 Softball Australia, International Softball Federation. 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
Biological material <ul style="list-style-type: none"> • Body fluids (e.g. blood, saliva, sweat) 	<ul style="list-style-type: none"> • Comply with <u>HLS-PR-004: Management of Prescribed Contagious Conditions and 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. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	<ul style="list-style-type: none"> • Have sufficient and suitable containment material (bandages, etc) readily available. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	<ul style="list-style-type: none"> • Ensure that personal items such as mouthguards, towels and drink bottles are not shared. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Hazards/risks	Control measures	Yes	No	Implementation plan/ Additional controls
Environmental conditions <ul style="list-style-type: none"> • Weather • Surfaces • Surrounds 	<ul style="list-style-type: none"> • Assess weather conditions before and during activity (temperature, storms, etc). • Assess suitability of playing field (level, debris, potholes/divots in ground, line markers, etc). • Site activities away from buildings, pedestrians and other activities. 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Equipment <ul style="list-style-type: none"> • Bats • Balls • Protective equipment 	<ul style="list-style-type: none"> • Ensure that all equipment is suited to the size, strength and ability of the students. • Check equipment for damage before and during use. Bats without taping (or grip), or bats that have been altered in any way should not be used. • Make sure that spectacles have plastic frames and plastic lenses. A band should also hold the spectacles on securely. • Instruct students in proper fielding techniques. • Underage coaches should wear a helmet in the coaching box. • Instruct batters to drop, not throw, the bat before running. The dropped bat (and Tee, if present) should be removed as soon as possible. • Position the batting team at least 10 metres back from either the first or third base line where possible, and well clear of the catching area. • Playing fields must not have overlapping outfielders and must be a minimum distance between the outfield on each diamond. • Note – where possible, the warm-up batter should practise in the designated area, preferably 10 metres from the catcher and must be watching play at all times. 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" 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
Physical contact <ul style="list-style-type: none"> • Breaks/sprains • Cuts, grazes from sliding • Cleats/spikes on shoes 	<ul style="list-style-type: none"> • Ensure that students cut or tape long fingernails to prevent injury to any participants. • Enforce the rules regarding physical contact to prevent rough play. • Do not permit students to slide into first base until they have mastered the correct sliding technique (new Level 2 course). • Note – all players must wear shoes. The soles may be either smooth or have soft or hard rubber cleats. Metal cleats are only suitable for advanced levels of the game. 	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Physical exertion <ul style="list-style-type: none"> • Strains and sprains • Cramps • Exhaustion and fatigue 	<ul style="list-style-type: none"> • Have appropriate warm-up and warm-down activities. • Cover rules and safety procedures before students play the game. • Follow progressive and sequential skill development. • Modify games to match the skill and fitness levels of students. Refer to modified softball in <u>Softball Australia</u>. • Ensure appropriate water breaks. 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Students <ul style="list-style-type: none"> • Student numbers • Special needs • High risk behaviours • Medical conditions 	<ul style="list-style-type: none"> • Refer to Individual Education Plan/Educational Adjustment Plan/Behaviour Management Plan and other student documents. • Where necessary, obtain advice from relevant Advisory Visiting Teachers or specialist Teachers. • Ensure there is adequate adult supervision. • Obtain parental permission, including relevant medical information. • Jewellery can be a serious hazard when undertaking many activities. All forms of jewellery should be considered in terms of the risk it presents for each activity. Procedures should be put in place to ban, dissuade or protect (e.g. tape) the wearing of jewellery accordingly. 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" 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

Submitted by: Lee-Anne O'Leary	Date: 05/02/2017
List the names of those who were involved in the preparation of this risk assessment. Lee-Anne O'Leary	

Approval	
<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>Ross Robertson</i>	Designation: <i>Principal (BDSSS)</i>
Signed: <i>[Signature]</i>	Date: <i>6/2/17</i>
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

- HLS-PR-003: First Aid
<http://education.qld.gov.au/strategic/eppr/health/hlspr003/>
- HLS-PR-004: 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, notification and management
<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/>
- SCM-PR-002: School Excursions
<http://education.qld.gov.au/strategic/eppr/schools/scmpr002/>
- Get Active Queensland Accreditation Program
<http://www.communities.qld.gov.au/sportrec/community-programs/education-and-training/get-active-queensland-accreditation-program/course-information>
- International Softball Federation
www.internationalsoftball.com/
- Queensland School Sport Unit
http://www.learningplace.com.au/default_suborg.asp?orgid=128&suborgid=788
- Softball Australia
www.softball.org.au/

Further information

For further information on incorporating risk management strategies into curriculum activity planning, refer to [HLS-PR-012: Managing Risks in School Curriculum Activities](#) and the associated list of [Curriculum Activity Risk Management Guidelines](#).

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.