

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

This document is a guideline, 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 Curriculum Activity Risk Assessment. <input checked="" type="checkbox"/> Consider obtaining parental permission.

Teachers/leaders: <i>Bernie O'Sullivan</i>		
Activity description: <i>BDSSS open GIRLS Touch Trials 4pm - 5pm</i>		
Start date: <i>6-02-17</i>	Finish date: <i>6-02-17</i>	No. of students (approx.): <i>20</i>
Class groups: <i>yr 11-12</i>		Supervision ratio (approx.): <i>2:20</i>



Date Modified: 4 October 2011
 Due for review: 24 October 2013

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Touch football 3 © 2010 Daryl James
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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:

⇒ Current Wide Bay Touch coach
 ⇒ level 2 Ref

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 Touch Coaching course
OR
 Level 1 coaching qualifications from Touch Football Australia (TFA)
OR
 Competence (demonstrated ability/experience to undertake the activity) in the teaching of Touch.
 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:

- Get Active Queensland Touch Coaching course
OR
 Level 1 coaching qualifications from TFA.

Competition games should be controlled by competent coaches and officials. The minimum requirements are:

- Get Active Queensland Touch Officiating course
OR
 A registered teacher with competence (i.e. demonstrated ability) in refereeing the game of Touch
OR
 A qualified referee with TFA Level 1 accreditation.

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.

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 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 zone surrounding playing field	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Some suggested alternate controls where minimum boundary clearance is not met: <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 official/supervisors and players about the limited clearance zone. <input type="checkbox"/> station supervisors near any obstacles within the clearance zone. 		
Goal posts within the clearance zone should be padded as follows: <ul style="list-style-type: none"> • a minimum of 75 millimetres thick foam padding, covered in canvas or vinyl • a minimum height of 1.83 metres from the bottom of each goal post • a suitable width to allow the padding to be fixed around each goal post • the padding must be securely attached around each goal post. 	<input checked="" 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 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: Infection Control and 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 students do not share personal equipment such as mouthguards, towels and drink bottles. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Hazards/risks	Control measures	Yes	No	Implementation plan/ Additional controls
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 checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
Environmental conditions <ul style="list-style-type: none"> • Temperature • Weather conditions • Playing field and surrounds 	<ul style="list-style-type: none"> • Assess weather conditions before and during activity (e.g. temperature, storms). • Assess suitability of playing field (level, debris, potholes in ground, line markers) before and during activity. • Site activity away from buildings, pedestrians and other activities. • The playing area should be level, grassed and free from obstacles and loose objects. • Ensure that footwear appropriate to the playing surface is worn. 	<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"/>	
Equipment <ul style="list-style-type: none"> • Footwear • Spectacles 	<ul style="list-style-type: none"> • Ensure that, if one or more students have footwear when playing on a field, all students have footwear. Ideally, all footwear should be of the same type i.e. all wearing boots or all wearing sandshoes. • 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 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 • 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. 	<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"/>	

Submitted by: <i>Bernie O'Sullivan</i>	Date: <i>1-02-17</i>
List the names of those who were involved in the preparation of this risk assessment.	

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 (Chair BDSSS)</i>
Signed: <i>RRobertson</i>	Date: <i>2/2/17</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: 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/>
- SCM-PR-002: School Excursions
<http://education.qld.gov.au/strategic/eppr/schools/scmpr002/>
- Touch Football Australia
<http://www.austouch.com.au/>
- Queensland Touch Association
<http://www.qldtouch.com.au/>
- Queensland School Sport Unit
http://www.learningplace.com.au/default_suborg.asp?orgid=128&suborgid=788
- Get Active Queensland Accreditation Program
<http://www.communities.qld.gov.au/sportrec/community-programs/education-and-training/get-active-queensland-accreditation-program/course-information>

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.

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