# Curriculum activity risk assessment

# Jumping Events — High Jump

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## Activity scope

This document relates to student participation in training and competition for High Jump (scissor technique only) as a curriculum activity.

<u>High Jump, Fosbury Flop</u> is covered under a separate risk assessment.

## **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 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				
	Medium	Some chance of an incident and injury requiring first aid	<ul> <li>Record controls in your planning documents and/or complete this <i>Curriculum Activity Risk Assessment</i>.</li> <li>Consider obtaining parental permission.</li> </ul>				

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



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

#### Date Modified: 11 July 2011

High Jump, File #: 3843236 iStockphoto © Brian Pamphilon 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.

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. <u>Blue Card</u> requirements <b>must</b> be adhered to.
Registered teacher with minimum qualifications as outlined below <b>OR</b>
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 two accreditation from the <u>Athletics Australia – Athletics Coach Accreditation</u> OR
Get Active Queensland Athletics Coaching – Part A qualification     OR
competence (demonstrated ability/experience to undertake the activity) in the teaching of high jump.
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:

	level two accreditation from the	Athletics	Australia –	Athletics	Coach	Accreditatio	n
•	OR						

Get Active Queensland Athletics Coaching – Part A qualification.

Further information:

Minimum equipment/facilities If 'No' is ticked, provide further information.	Yes	No
First aid kit suitable for activity		
Communication system:      phone-line at location      mobile phone        walkie talkies/UHF radio      student/adult mes         Other:	ssenger	
Sun safety equipment (hat, sunscreen, shirt etc)		
Drinking water (students should not share drinking containers)		
A landing area that measures not less than five (5) metres long by three (3) metres wide. In each instance, the appropriate landing area depth needs to specifically consider the size of the athlete and height of the jump.		
<ul> <li>The depth of the mat must allow the student to be able to land safely on their lead leg.</li> <li>Landing mats for scissor instruction in primary schools should be a minimum of 15cm.</li> <li>In all instances, deeper mats may be used if student size and jumping height have been considered.</li> <li>Landing areas should be strapped together or covered by a one-piece cover.</li> <li>Landing areas should not be stacked.</li> </ul>		
A distance of approximately 10cm between the vertical planes of the crossbar and the front edge of the landing area.		

Governing bodies/associations If 'No' is ticked, provide further information.	Yes	No
Guidelines/codes of practice are established for this activity. See: <u>Athletics Australia</u> . Have these been considered during the planning of this activity?		
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
Environmental conditions • Weather	<ul> <li>Assess weather conditions before and during activity (e.g. temperature, storms).</li> </ul>			
<ul><li>Surfaces</li><li>Surrounds</li></ul>	<ul> <li>Assess suitability of jumping area (e.g. level, debris, pot- holes/divots in ground, line markers and dryness).</li> </ul>			
	<ul> <li>Clear the landing area before students start their approach.</li> </ul>			
	<ul> <li>Provide supervision at approach, landing and take off areas.</li> </ul>			

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Hazards/risks	Control measures	Yes	No	Implementation plan/ Additional controls
Equipment <ul> <li>Poles</li> <li>Cross bars</li> </ul>	Cover rules, safety procedures and prerequisite skills before students participate.			
<ul><li>Spikes</li></ul>	<ul> <li>Check all equipment before use.</li> </ul>			
	• Upright bases should not be placed under mats where there is a possibility of landing on these metal frames with the lead landing foot.			
	• The bars for training may be collapsible or circular fibreglass as a preparation for competition. <b>Triangular bars</b> <b>cannot be used.</b> Only use circular fibreglass bars for competition.			
	<ul> <li>Ensure that mats are carried by hands at the side and not carried aloft on backs, shoulders or heads.</li> </ul>			
	<ul> <li>Instruct students regarding safety procedures in the use of spikes.</li> </ul>			
	<ul> <li>Follow progressive and sequential skill development.</li> </ul>			
<ul> <li>Heights/falling</li> <li>Landing off mats</li> </ul>	Ensure that sufficient mats and padding of appropriate thickness and density are available.			
<ul><li>Physical exertion</li><li>Sprains</li></ul>	Have appropriate warm-up and warm-down activities.			
<ul> <li>Strains</li> <li>Exhaustion and fatigue</li> </ul>	<ul> <li>Cover rules, safety procedures and prerequisite skills before students participate.</li> </ul>			
latigue	<ul> <li>Follow progressive and sequential skill development.</li> </ul>			
<ul><li>Students</li><li>Special needs</li><li>High risk</li></ul>	<ul> <li>Obtain parental permission, including relevant medical information.</li> </ul>			
<ul> <li>High fisk behaviours</li> <li>Medical conditions</li> <li>Student numbers</li> </ul>	• When students with medical conditions are involved, ensure that relevant medical/ emergency plans and medications are readily available (insulin, Ventolin®, Epipen®, etc).			
	<ul> <li>Refer to Individual education plan/Educational adjustment plan/Behaviour management plan and other student documents.</li> </ul>			

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Hazards/risks	Control measures	Yes	No	Implementation plan/ Additional controls
	<ul> <li>Where necessary, obtain advice from relevant advisory visiting teachers or specialist teachers.</li> </ul>			
	Ensure there is adequate adult supervision.			
	• 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.			

Additional control measures							
These would relate to the specific student needs, location and conditions in which you are conducting your activity.							
Hazards/risks	/risks Control measures						

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

Appro	Approval						
	Approved as submitted.						
	Approved with the following condition(s):						
	Not approved for the following reason(s):						
By: Designation:							
Signed:		Date:					
	pproved, activity details should be entered into the <b>y Register</b> by administrative staff.	Reference no.					

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

## Important links

- SCM-PR-002: School Excursions
   <u>http://education.qld.gov.au/strategic/eppr/schools/scmpr002/</u>
- HLS-PR-003: First Aid <u>http://education.qld.gov.au/strategic/eppr/health/hlspr003/</u>
- HLS-PR-004: Infection Control and Management of Prescribed Contagious Conditions <u>http://education.qld.gov.au/strategic/eppr/health/hlspr004/</u>
- Infection Control Guideline <u>http://education.qld.gov.au/health/pdfs/healthsafety/infection\_control\_guideline.pdf</u>
- HLS-PR-005: Health and Safety Incident Recording and Notification <u>http://education.qld.gov.au/strategic/eppr/health/hlspr005/</u>
- HLS-PR-013: Developing a Sun Safety Strategy <u>http://education.qld.gov.au/strategic/eppr/health/hlspr013/</u>
- HRM-PR-010: Working with Children Check Blue Cards <u>http://education.qld.gov.au/strategic/eppr/hr/hrmpr010/</u>
- HLS-PR-006: Managing risks with chemicals in Department of Education and Training workplaces
   <u>http://education.qld.gov.au/strategic/eppr/health/hlspr006/index1.html</u>
- Queensland School Sport Unit <u>http://www.learningplace.com.au/en/queenslandschoolsport</u>
- Get Active Queensland Accreditation Program
   <u>http://www.sportrec.qld.gov.au/CommunityPrograms/Schoolcommunity/GetActiveQueenslandAccreditation
   Program/Courseinformation.aspx
  </u>

#### **Further information**

For further information on incorporating risk management strategies into curriculum activity planning refer to <u>HLS-PR-012 Managing Risks in Curriculum Activities</u> and the associated list of <u>Curriculum Activity Risk</u> <u>Assessment Guidelines</u>.

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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