Curriculum activity risk assessment

Bat and Ball Games (Minor)

clever • skilled • creative

Activity scope

This document relates to student participation in Bat and Ball Games (Minor) as a curriculum activity.

Minor bat and ball games are frequently used to reinforce basic skills and as lead-up games to major sports. Care is needed in the conduct of such games and teachers need to be familiar with the safety requirements of the major game for which the lead-up game is designed.

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?*
- *What will the students be doing?*
- *What will the students be using?*
- *Where will the students be?*
- *Who will be leading the activity*?

Inherent risk level			Action required / approval
☐	**Medium**	Some chance of an incident and injury requiring first aid	☑ Record controls in your planning documents and/or complete this *Curriculum Activity Risk Assessment*. ☑ Consider obtaining parental permission.

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

Queensland Government

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

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Summer Sports, File #:9531170
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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:

☐ Competence in the teaching of games

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.

For a leader other than a registered teacher:

☐ Level One coaching accreditation relevant to the particular activity

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 messenger Other:		
Sun safety equipment (hat, sunscreen, shirt etc)	☐	☐
Drinking water (students should not share drinking containers)	☐	☐
Bats conforming to sizes recommended for age and ability level of students	☐	☐
Bats incorporating non-slip grips and/or safety knobs on handles	☐	☐
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 • Surfaces • Surrounds	• Site activities away from buildings, pedestrians and other activities.	☐	☐	
	• Space activities sufficiently to prevent any equipment entering another playing area.	☐	☐	
	• Ensure that the playing area is free from obstacles and loose objects.	☐	☐	
	• Playing areas should be sited in a north-south direction to limit visual interference from the sun.	☐	☐	
	• Ensure that all fielders are positioned at least ten metres from the batter, with the exception of the wicket-keeper and any fielders in the area behind the wicket on the side the batter is facing.	☐	☐	

Hazards/risks	Control measures	Yes	No	Implementation plan / Additional controls
	• Avoid practice situations in which the players' vision is impaired by the sun.	☐	☐	
Fast moving objects • Bats • Balls	• Ensure that bats used conform to sizes recommended for age and ability level of students. • Bats should incorporate non-slip grips and/or safety knobs on handle. • Ensure that a soft ball is used for inexperienced players. • Ensure that, if a hard ball is used, the safety equipment for the major game, such as body protectors, helmets and face masks, are also used. • Ensure that the batting team is positioned at least ten metres behind and well clear of the batting area.	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐	
Physical contact • Breaks/ sprains • Cuts, abrasions and/or grazes • Concussion • Accidental 'bumping'	• Cover instruction in rules, safety procedures and prerequisite skills before students play the game. • Monitor student numbers and available space. • Ensure students cut or tape long fingernails to prevent injury to any participants. • Ensure the rules regarding physical contact and prohibiting rough play are enforced. • Instruct fielders to watch the ball in play.	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐	
Physical exertion • Strains and sprains • Cramps • Exhaustion and fatigue	• Have appropriate warm-up and warm-down activities. • Cover rules, safety procedures and prerequisite skills before students play the game. • Follow progressive and sequential skill development. • Modify games to match the skill and fitness levels of students.	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	
Students • Student numbers • Special needs	• Obtain parental permission, including relevant medical information where necessary. • Ensure there is adequate adult supervision.	☐ ☐	☐ ☐	

Hazards/risks	Control measures	Yes	No	Implementation plan / Additional controls
• High risk behaviours • Medical conditions	• When students with medical conditions are involved, ensure that relevant medical/emergency plans and medications are readily available (insulin, Ventolin, Epipen etc.)	☐	☐	
	• 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.	☐	☐	

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

Approval	
☐	Approved as submitted:
☐	Approved with the following condition(s):
☐	Not approved for the following reason(s):

By:	Designation:
Signed:	Date:
Once approved, activity details should be entered into the *School Curriculum Activity Register* 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

- 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/
- HLS-PR-005: Health and Safety Incident Reporting and Notification
  http://education.qld.gov.au/strategic/eppr/health/hlspr005/
- SCM-PR-002: School Excursions
  http://education.qld.gov.au/strategic/eppr/schools/scmpr002/
- HRM-PR-010: Working with Children Check – Blue Cards
  http://education.qld.gov.au/strategic/eppr/hr/hrmpr010/
- Get Active Queensland Accreditation Program
  http://www.sportrec.qld.gov.au/CommunityPrograms/Schoolcommunity/GetActiveQueenslandAccreditationProgram/Courseinformation.aspx
- HLS-PR-013: Developing a Sun Safety Strategy
  http://education.qld.gov.au/strategic/eppr/health/hlspr013/
- HLS-PR-006: Managing Occupational Risks with Chemicals
  http://education.qld.gov.au/strategic/eppr/health/hlspr006/hs16.pdf
- Infection Control Guideline:
  http://education.qld.gov.au/health/pdfs/healthsafety/infection_control_guideline.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 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.

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