

Curriculum activity risk assessment

Dance

clever • skilled • creative

Activity scope

This document relates to student participation in Dance as a curriculum activity.

This guideline relates to all forms of dance activities which involve varying degrees of risk. No single listing can cover all circumstances or all the alternative procedures which may be followed in particular instances to ensure safety.



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

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
<input type="checkbox"/>	<p>Medium</p> <p>The potential dangers in dance lie in some of the students' movements, which require a high degree of control and coordination. The potential for injury is also present during sessions when students are exploring movement and creating a dance.</p> <p>Teachers need to be vigilant, particularly where there is a potential hazard that may lead to injury. The safety procedures should be varied where circumstances demand. At all times, teachers should act with due care and take reasonable steps to avoid accidents.</p>	<ul style="list-style-type: none"> <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.

Listed below are the minimum requirements for this type of activity. For any items ticked 'No', provide further information regarding the additional 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 is to 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

The leader should be:

- [Level One guidelines for teachers of dance – General](#): This level includes all recreational, community and social dance (that is, the teacher is not aiming to train students for a career in dance)
OR
 [Level Two guidelines for teachers of dance – Vocational](#) (*also subsumes Level One*): This level includes all teaching aimed at preparing a student for a career in dance (all pre-professional training). These guidelines should also be considered by professional choreographers and dance company teachers
OR
 a registered teacher with knowledge of the current dance curriculum and experience (previous involvement) in dance
OR
 for those implementing the Queensland Studies Authority Senior Syllabus in dance, a registered teacher with competence (demonstrated ability) in at least three styles of dance offered in the syllabus and in teaching at least three styles of dance offered in the syllabus
OR
 if a teacher as described not available, an adult with knowledge of the current dance curriculum and experience (previous involvement) in teaching dance within the Australian Dance Council's Code of Ethics.

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.

Further information:

Minimum equipment/facilities <i>If 'No' is ticked, provide further information.</i>	Yes	No
First aid kit suitable for activity	<input type="checkbox"/>	<input type="checkbox"/>
Communication system: <input type="checkbox"/> phone-line at location <input 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 type="checkbox"/>	<input type="checkbox"/>
Drinking water (students should not share drinking containers)	<input type="checkbox"/>	<input type="checkbox"/>
The location should be: <ul style="list-style-type: none"> • a flat area, free from stones and loose objects • even, firm and not slippery • large enough to accommodate the dance activity while keeping the number of participating students clear of stereo sound equipment and props not in use. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
A performing arts space or activity hall with a sprung wooden floor should be used, if available.	<input type="checkbox"/>	<input type="checkbox"/>
Wooden dance floors need to be checked for splinters, rough edges, slippery surfaces and loose nails or screws.	<input type="checkbox"/>	<input type="checkbox"/>
If barres are used, they should be firmly secured and arranged to avoid congestion. The height of the barre should be appropriate to the abilities and physiques of the students.	<input type="checkbox"/>	<input type="checkbox"/>
If mirrors are used, they should be firmly attached to the wall or securely supported.	<input type="checkbox"/>	<input type="checkbox"/>
Injury management procedure (including for head injuries) is in place.	<input type="checkbox"/>	<input type="checkbox"/>
Electrical equipment, such as mixers, dimmers, amplifiers etc. must have current electrical test certification.	<input type="checkbox"/>	<input type="checkbox"/>
Further information:		

Hazards/risks	Control measures	Yes	No	Implementation plan / Additional controls
	<ul style="list-style-type: none"> Where necessary, obtain advice from relevant advisory visiting teachers or specialist teachers. Ensure there is adequate adult supervision. 	<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:	Date:
List the names of those who were involved in the preparation of this risk assessment.	

Approval	
<input 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:	Designation:
Signed:	Date:
Once approved, activity details should be entered into the <i>School Curriculum Activity Register</i> 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

- HRM-PR-010: Working with Children Check – Blue Cards
<http://education.qld.gov.au/strategic/eppr/hr/hrmpr010/>
- HLS-PR-003: First Aid
<http://education.qld.gov.au/strategic/eppr/health/hlspr003/>
- [HLS-PR-003: First Aid for Schools and Non-school Locations](#)
- 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 Recording 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/>
- HLS-PR-013: Developing a Sun Safety Strategy
<http://education.qld.gov.au/strategic/eppr/health/hlspr013/>
- [HLS-PR-005: Injury, Illness and Dangerous Event Recording and Reporting](#)
- Drama
<http://education.qld.gov.au/strategic/eppr/health/hlspr012/resources/drama.pdf>
- Infection Control Guideline
http://education.qld.gov.au/health/pdfs/healthsafety/infection_control_guideline.pdf
- Australian Guidelines for Dance Teachers
http://www.ausdance.org.au/professional_practice/guidelines/index.html

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.