

Curriculum activity risk assessment

Gymnastics

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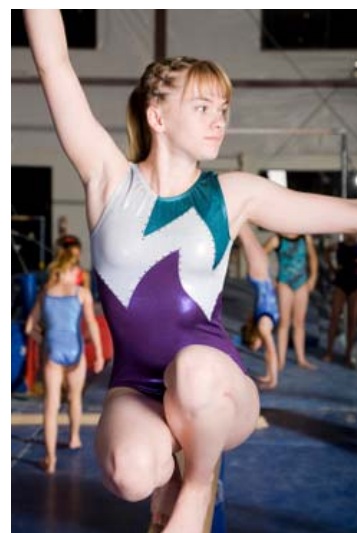
Activity scope

The guidelines in this section apply to those forms of Gymnastics referred to as educational gymnastics, artistic gymnastics, rhythmic gymnastics, aerobics and acrobatics.

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 type="checkbox"/>	Medium	Educational or Foundational Gymnastics – includes fundamental movement patterns without or with the use of apparatus below a height of 40cm (e.g. non-inversion skills, skills that require minimal core stability, minimal weight-bearing ability and minimal coordination). <ul style="list-style-type: none"> ☑ Document controls in planning documents and/or complete this <i>Curriculum Activity Risk Assessment</i>. ☑ Consider obtaining parental/carer permission.
<input type="checkbox"/>	High	Advanced Gymnastics activity – includes artistic, rhythmic, acrobatics, aerobics and cheerleading movement patterns and the performance of skills without or with apparatus at heights above 40cm (e.g. inversion skills with control, skills that require core stability on/with apparatus/other partners, weight-bearing ability – control on apparatus/other partners, and coordination – control on/with apparatus/with partners, skills integrated into routines). <ul style="list-style-type: none"> ☑ A <i>Curriculum Activity Risk Assessment</i> is required to be completed. ☑ Principal or head of program (e.g. DP, HOD, HOSES) approval prior to conducting this activity is required. ☑ Once approved, activity details are to be entered into the <i>School Curriculum Activity Register</i>. ☑ Obtaining parental permission is recommended.

Inherent risk level		Action required/approval
<input type="checkbox"/>	Extreme	<p>Complex Gymnastics activity – includes advanced movement patterns on floor, apparatus, aerial movement patterns (e.g. inversion skills with significant control in complex sequences, core stability on/with apparatus in complex sequences, significant weight-bearing ability – control on apparatus/other partners in complex sequences and coordination – control on/with apparatus/with partners, actions in complex sequences).</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Consider alternatives to the activity. <input checked="" type="checkbox"/> A <i>Curriculum Activity Risk Assessment</i> is required to be completed. <input checked="" type="checkbox"/> Principal approval prior to conducting this activity is required. <input checked="" type="checkbox"/> Once approved, activity details are to be entered into the <i>School Curriculum Activity Register</i>. <input checked="" type="checkbox"/> Parental permission must be obtained for student participation.

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

Listed below are the minimum recommendations for this type of activity. For any items ticked 'No', provide further information on 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 is to be present to take overall responsibility. Blue Card requirements must be adhered to.
<input type="checkbox"/> Registered teacher with minimum qualifications as outlined below OR <input type="checkbox"/> 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 readily accessible first aid facilities, including qualified personnel

Blue Card requirements met

Medium — Educational or Foundational Gymnastics – includes fundamental movement patterns without or with the use of apparatus below a height of 40cm (e.g. non-inversion skills, skills that require minimal core stability, minimal weight bearing ability and minimal coordination)

For a registered teacher:

[Get Active Queensland Accreditation Program](#) Gymnastics Coaching course

OR

Foundational Gymnastics coaching qualifications from [Gymnastics Queensland](#)

OR

Competence (demonstrated ability/experience to undertake the activity) in the teaching of gymnastics.

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:

Foundational Gymnastics (or equivalent) Gymnastics coaching qualifications.

High — Advanced Gymnastics activity – includes artistic, rhythmic, acrobatics, aerobics and cheerleading movement patterns and the performance of skills without or with apparatus at heights above 40cm (e.g. inversion skills with control, skills that require core stability on/with apparatus/other partners, weight bearing ability – control on apparatus/other partners, and coordination – control on/with apparatus/with partners, skills integrated into routines)

Foundational Gymnastics or [Level 1 National Coaching Accreditation Scheme](#) (NCAS) or equivalent Gymnastics coaching qualifications.

Level 2 NCAS or equivalent Gymnastics coaching qualifications for full inversion activities (i.e. front somersault and/or flips/flics).

EXTREME — Complex Gymnastics activity – includes advanced movement patterns on floor, apparatus, aerial movement patterns (e.g. inversion skills with significant control in complex sequences, core stability on/with apparatus in complex sequences, significant weight bearing ability – control on apparatus/other partners in complex sequences and coordination – control on/with apparatus/with partners, actions in complex sequences)

[Level 2 NCAS](#) or equivalent or higher Gymnastics coaching qualifications.

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"/>
Injury management procedure (including head injuries) in place	<input type="checkbox"/>	<input type="checkbox"/>
The location should be: <ul style="list-style-type: none"> • a flat area, free from any obstructions, stones and loose objects • even, not slippery • large enough for the gymnastic activity and the number of students participating to move safely around equipment including any sound equipment. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Suitable matting provided for activities that require safe landing zones and appropriate padding for the safe performance of the activity	<input type="checkbox"/>	<input type="checkbox"/>
Equipment including foam wedges, boxes, cylinders, steps and mats, low beams, benches, vaulting boxes and an array of hand apparatus such as balls, hoops, skipping ropes without handles and beanbags suitable for the activity	<input type="checkbox"/>	<input type="checkbox"/>
Equipment should be arranged in a circuit formation to avoid congestion with any small portable items secured firmly	<input type="checkbox"/>	<input type="checkbox"/>
Electrical equipment, such as stereos, must have current electrical test certification	<input type="checkbox"/>	<input type="checkbox"/>
Further information:		

Governing bodies/associations	Yes	No
Guidelines/codes and regulations of practice are established for this activity. See Gymnastics Queensland and Gymnastics Australia . Have these been considered during the planning of this activity?	<input type="checkbox"/>	<input type="checkbox"/>
Further information:		

Hazards/risks	Control measures	Yes	No	Implementation plan/ Additional controls
	<ul style="list-style-type: none"> • Continuously monitor students for signs of fatigue and exhaustion. • Use safe exercises. • Have ice packs available. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Surrounds	<ul style="list-style-type: none"> • Ensure that heights, distances, apparatus arrangements and the number of students are all considered when selecting a location. Note: the teacher should be in a position to view the entire class. If stations are being used, a leader or teacher should be positioned at the station where the most demanding task is being performed, but should still maintain adequate supervision of all students (your back must never be to students performing activities). Note: an activity hall should be used if available. A flat area (grass or other harder surface) away from obstacles, stones or objects, and located from any other activity may be used. • Have spotters in place when it is considered necessary. • Ensure that spotting is not used as a substitute for: <ul style="list-style-type: none"> ○ appropriate physical preparation for the execution of the skill ○ adequate apparatus/equipment (e.g. matting) ○ a proper sequence of lead-up activities. • Ensure that equipment is arranged to prevent students crossing the paths of other participants and landing surfaces. • Ensure that activities are conducted within a safe distance from walls, supporting beams, pillars and other objects and fixtures. • Consider using padding where appropriate. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input 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
	<ul style="list-style-type: none"> Ensure that equipment is spaced appropriately to allow for unintentional falls in any direction. 	<input type="checkbox"/>	<input type="checkbox"/>	
Students <ul style="list-style-type: none"> Special needs Medical conditions Student numbers High risk behaviours 	<ul style="list-style-type: none"> Obtain parental permission, including relevant medical information. When students with medical conditions are involved, ensure that relevant medical/emergency plans and medications are readily available (insulin, Ventolin®, Epipen®, etc). Ensure that students participate only if they are medically fit. Ensure that, if spectacles need to be worn, they have plastic frames and plastic lenses. A band should also hold the spectacles on securely. Ensure there is adequate adult supervision. 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. 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 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

- HLS-PR-003: First Aid
<http://education.qld.gov.au/strategic/epr/health/hlspr003/>
- HLS-PR-004: Infection Control and Management of Prescribed Contagious Conditions
<http://education.qld.gov.au/strategic/epr/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/epr/health/hlspr005/>
- HLS-PR-006: Managing risks with chemicals in Department of Education and Training (DET) workplaces
<http://education.qld.gov.au/strategic/epr/health/hlspr006/index1.html>
- HLS-PR-013: Developing a Sun Safety Strategy
<http://education.qld.gov.au/strategic/epr/health/hlspr013/>
- HRM-PR-010: Working with Children Check – Blue Cards
<http://education.qld.gov.au/strategic/epr/hr/hrmpr010/>
- SCM-PR-002: School Excursions
<http://education.qld.gov.au/strategic/epr/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>
- Gymnastics Australia
<http://www.gymnastics.org.au/>
- Gymnastics Australia – Club 10
<http://www.gymnastics.org.au/default.asp?MenuID=Member%5FServices%2Fc20034%2F3623%2CClub%2Fc20090%2F3022%2F>
- Gymnastics Queensland
<http://www.gymqld.org.au/>
- International Gymnastics Federation (FIG)
<http://www.fig-gymnastics.com/>

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.