

Curriculum activity risk assessment

Jumping Events — High Jump

clever • skilled • creative

Activity scope

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

[High Jump, Fosbury Flop](#) 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
<input type="checkbox"/>	Medium	Some chance of an incident and injury requiring first aid <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.

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 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:

- level two accreditation from the [Athletics Australia – Athletics Coach Accreditation](#)
- 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 Accreditation](#)
- OR**
- [Get Active Queensland Athletics Coaching – Part A](#) qualification.

Further information:

Hazards/risks	Control measures	Yes	No	Implementation plan/ Additional controls
Equipment <ul style="list-style-type: none"> • Poles • Cross bars • Spikes 	<ul style="list-style-type: none"> • Cover rules, safety procedures and prerequisite skills before students participate. • Check all equipment before use. • 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. Triangular bars cannot be used. Only use circular fibreglass bars for competition. • Ensure that mats are carried by hands at the side and not carried aloft on backs, shoulders or heads. • Instruct students regarding safety procedures in the use of spikes. • Follow progressive and sequential skill development. 	<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"/>	
Heights/falling <ul style="list-style-type: none"> • Landing off mats 	<ul style="list-style-type: none"> • Ensure that sufficient mats and padding of appropriate thickness and density are available. 	<input type="checkbox"/>	<input type="checkbox"/>	
Physical exertion <ul style="list-style-type: none"> • Sprains • Strains • Exhaustion and fatigue 	<ul style="list-style-type: none"> • Have appropriate warm-up and warm-down activities. • Cover rules, safety procedures and prerequisite skills before students participate. • Follow progressive and sequential skill development. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Students <ul style="list-style-type: none"> • Special needs • High risk behaviours • Medical conditions • Student numbers 	<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). • Refer to Individual education plan/Educational adjustment plan/Behaviour management plan and other student documents. 	<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"> <li data-bbox="371 259 799 383">• Where necessary, obtain advice from relevant advisory visiting teachers or specialist teachers. <li data-bbox="371 394 799 461">• Ensure there is adequate adult supervision. <li data-bbox="371 472 799 743">• 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"/>	
		<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 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

- SCM-PR-002: School Excursions
<http://education.qld.gov.au/strategic/epr/schools/scmpr002/>
- 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-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/>
- HLS-PR-006: Managing risks with chemicals in Department of Education and Training workplaces
<http://education.qld.gov.au/strategic/epr/health/hlspr006/index1.html>
- Queensland School Sport Unit
<http://www.learningplace.com.au/en/queenslandschoolsport>
- Get Active Queensland Accreditation Program
<http://www.sportrec.qld.gov.au/CommunityPrograms/Schoolcommunity/GetActiveQueenslandAccreditationProgram/Courseinformation.aspx>

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](#).

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.