

Curriculum activity risk assessment

Hockey

clever • skilled • creative

Activity scope

This document relates to student participation in Hockey as a curriculum activity including the teaching of hockey skills, team training and competition matches conducted by schools.

This document does not relate to student participation in other lead-up games, including Minkey or Hookin2Hockey.

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 | 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.

For a registered teacher:

[Get Active Queensland](#) Hockey Coaching Accreditation

OR

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

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:

Beginner coach qualifications from [Hockey Australia](#) or Get Active Queensland Hockey Coaching Course.

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.

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"/> |
| Rules regarding physical contact should be enforced to prevent rough play. | <input type="checkbox"/> | <input type="checkbox"/> |
| Wherever possible, fields should be orientated as close as possible to north-south | <input type="checkbox"/> | <input type="checkbox"/> |
| The playing surface must continue for a minimum three metres at the ends and two metres at the sides of the field. Refer to International Hockey Federation Pitch and Equipment for more information. | <input type="checkbox"/> | <input type="checkbox"/> |
| On natural grass fields, the goal posts may be fixed into sockets. On synthetic turf the complete goal structure should be placed in position on the playing surface and should be sufficiently heavy and/or secured at its rear to avoid easy movement. | <input type="checkbox"/> | <input type="checkbox"/> |
| The inside surface of metal backboards must be covered with a shock-absorbing material such as thick rubber sheeting, to reduce ball rebound. It is dangerous to players if the ball rebounds at speed from the backboard. | <input type="checkbox"/> | <input type="checkbox"/> |
| Hockey goals should comply with the requirements of the Rules of Hockey, European Normation: EN750, refer to International Hockey Federation Pitch Furniture for more information. | <input type="checkbox"/> | <input type="checkbox"/> |
| Goals should be constructed from steel or heavy-duty aluminium which is more commonly used (do not use lightweight aluminium). Aluminium should be sufficiently heavy to avoid movement of the structure. The internal cross-section of aluminium posts and cross-bars should be reinforced to avoid denting and splintering on impact. Reinforcement should preferably be of the same material and manufactured as an integral part of the cross section. Reinforcement with wood is not recommended because the timber may rot. | <input type="checkbox"/> | <input type="checkbox"/> |
| The goals should not have any additional fittings that could cause danger to players. | <input type="checkbox"/> | <input type="checkbox"/> |
| Safety equipment should be worn in all games and practice sessions. | <input type="checkbox"/> | <input type="checkbox"/> |
| Players should wear shin guards. Correctly fitted mouth guards should be worn for playing and practising. | <input type="checkbox"/> | <input type="checkbox"/> |

| Minimum equipment/facilities <i>If 'No' is ticked, provide further information.</i> | Yes | No |
|--|--------------------------|--------------------------|
| Jewellery is not permitted on the hockey field and must be removed or covered by tape if unable to be removed. | <input type="checkbox"/> | <input type="checkbox"/> |
| Goalkeepers must wear protective equipment comprising of (at least) headgear (i.e. helmet with face mask, throat protector), leg guards, kickers, leg pads, foot pads, chest protector, 'box' (male) and gloves. Goalkeeper protective equipment is described in the International Hockey Federation Rules of Hockey . | <input type="checkbox"/> | <input type="checkbox"/> |
| Further information: | | |

| Governing bodies/associations <i>If 'No' is ticked, provide further information.</i> | Yes | No |
|---|--------------------------|--------------------------|
| Guidelines/codes of practice are established for this activity. See International Hockey Federation . Have these been considered during the planning of this activity? | <input type="checkbox"/> | <input type="checkbox"/> |
| If you are organising competitions or other events, have you referred to Queensland School Sport Unit ? | <input type="checkbox"/> | <input type="checkbox"/> |
| Further information: | | |

| Hazards/risks | Control measures | Yes | No | Implementation plan/ Additional controls |
|--|---|--------------------------|--------------------------|---|
| | <ul style="list-style-type: none"> Note that it is recommended that every synthetic hockey pitch is surrounded by a barrier. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Equipment <ul style="list-style-type: none"> Balls Nets/goals Sticks | <ul style="list-style-type: none"> Check all equipment for damage, wear and tear, splintering and rough edges before play, and remove where necessary. Ensure that the method of fixing nets to the goal-posts and cross-bar is secure and safe. Metal cup-hooks should not be used and any spring hooks should have screw caps. Corner posts should be made of non-injurious material. Goalkeepers should defend their goal against only one ball at a time during skills practice. Retrieve balls simultaneously when using several balls during practice sessions. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Physical Exertion <ul style="list-style-type: none"> Strains Sprains Exhaustion and fatigue | <ul style="list-style-type: none"> Initial introduction of the activity should include: <ul style="list-style-type: none"> appropriate warm-up and warm-down activities rules, safety procedures and prerequisite skills modified games that match skill and fitness levels of students. Follow progressive and sequential skills development. Have ice packs available. Continuously monitor students for signs of fatigue and exhaustion. Adhere to modified rules where appropriate (Minkey, Hookin2 Hockey, etc available from Hockey Australia [registration necessary]). | <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. Refer to Individual education plan/Educational adjustment plan/Behaviour management plan and other student documents. | <input type="checkbox"/> | <input type="checkbox"/> | |

| Hazards/risks | Control measures | Yes | No | Implementation plan/ Additional controls |
|--------------------------|--|--------------------------|--------------------------|---|
| | <ul style="list-style-type: none"> • When students with medical conditions are involved, ensure that relevant medical/ emergency plans and medications are readily available (insulin, Ventolin®, EpiPen®, etc). • Where necessary, obtain advice from relevant advisory visiting teachers or specialist teachers. • 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. | <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"/> | |

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/eppr/schools/scmpr002/>
- 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/>
- 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/eppr/health/hlspr005/>
- HLS-PR-013: Developing a Sun Safety Strategy
<http://education.qld.gov.au/strategic/eppr/health/hlspr013/>
- HRM-PR-010: Working with Children Check – Blue Cards
<http://education.qld.gov.au/strategic/eppr/hr/hrmpr010/>
- HLS-PR-006: Managing risks with chemicals in Department of Education and Training (DET) workplaces
<http://education.qld.gov.au/strategic/eppr/health/hlspr006/index1.html>
- Queensland School Sport Unit
http://www.learningplace.com.au/default_suborg.asp?orgid=128&suborgid=788
- Get Active Queensland Accreditation Program
<http://communities.qld.gov.au/sportrec/community-programs/education-and-training/get-active-queensland-accreditation-program/course-information>
- Hockey Australia Constitution and Policy
<http://www.hockey.org.au/index.php?id=59>
- Hockey Australia Junior Policy
http://www.hockey.org.au/fileadmin/user_upload/Game_Development/GD_Policies/HAJHPcopy_final.pdf
- International Hockey Federation
<http://www.fih.ch.altiussoftware.com/en/home>

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.