

Curriculum activity risk assessment

Ice skating

clever • skilled • creative

Activity scope

This document relates to student participation in Ice Skating training sessions and competitions conducted by schools as a curriculum activity.

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"/> | Medium | Some chance of an incident and injury requiring first aid | <input checked="" type="checkbox"/> Record controls in 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.):



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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Focus on legs and skates of ice skating people, File #: 2918727
iStockphoto © Stephan Hoerold

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:

- Competence (previous involvement in the activity) in the teaching of ice-skating

A teacher could demonstrate their competency to conduct an activity to the person approving the Curriculum Activity Risk Assessment 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 One coaching qualifications or higher from [Australian Sports Commission](#)

Further information:

| Minimum equipment/facilities | 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"/> |
| Activity to be conducted at an Ice Skating rink | <input type="checkbox"/> | <input type="checkbox"/> |
| 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 |
|--|--|--------------------------|--------------------------|---|
| Biological material <ul style="list-style-type: none"> • Body fluids (e.g. blood, saliva, sweat) | <ul style="list-style-type: none"> • Adhere to Infection Control Guideline. Students with open cuts and abrasions, rashes or boils, or any contagious condition, are to be removed from the activity and treated immediately. If bleeding cannot be controlled completely, the participant should not be allowed to return to the activity. All clothing, equipment and surfaces contaminated by blood should be treated as potentially infectious. | <input type="checkbox"/> | <input type="checkbox"/> | |

| Hazards/risks | Control measures | Yes | No | Implementation plan / Additional controls |
|--|---|--|--|---|
| Environmental conditions <ul style="list-style-type: none"> • Weather • Surfaces • Surrounds • Equipment | <ul style="list-style-type: none"> • Assess suitability of surrounds. • Check surrounds for loose items, debris, hazards etc. • Note that boots should fit snugly around the ankle and have toe stops. • Ensure that students lace the boots very firmly across the instep. Laces should not be allowed to hang below the ankle. • Note that skates should be in good repair. | <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"/> | |
| Physical contact <ul style="list-style-type: none"> • Breaks/ sprains • Cuts, abrasions and/or grazes • Concussion • Accidental 'bumping' | <ul style="list-style-type: none"> • Provide instruction in rules, safety procedures and prerequisite skills before students participate. • Monitor student numbers and available space. • Ensure the wearing of clothing that protects the arms and legs. • Define an area for beginner skaters. • Instruct students to: <ul style="list-style-type: none"> ○ yield right of way to skaters already on the rink when entering the skating surface ○ exit the rink by slowing down and moving to the right ○ skate in the same direction as the flow of traffic. • Warn students that when their hands are on the floor surface there is a risk of injury from other skaters. • Permit fast skating only at specified times for students with the appropriate skill level. • Note that students should wear helmets which conform to Australian Standards specifications for all speed skating. | <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 |
|--|--|--|--|---|
| Physical exertion <ul style="list-style-type: none"> • Strains and sprains • Cramps • Exhaustion and fatigue | <ul style="list-style-type: none"> • Have appropriate warm-up and warm-down activities. • Follow progressive and sequential skills development. • Have ice packs available. • Continuously monitor students for signs of fatigue and exhaustion. | <input type="checkbox"/> <input type="checkbox"/> <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"> • Student numbers • Special needs • High risk behaviours • Medical conditions | <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. • Where necessary, obtain advice from relevant advisory visiting teachers or specialist teachers. • Ensure adequate adult supervision. | <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 | |
|---|------------------|
| <i>These would relate to the specific student needs, location and conditions in which you are conducting your activity.</i> | |
| 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 Occupational Risks with Chemicals
<http://education.qld.gov.au/strategic/eppr/health/hlspr006/hs16.pdf>
- Australian Sports Commission
<http://www.ausport.gov.au/>

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.