

## Curriculum activity risk assessment

## Pole Vault

clever • skilled • creative

## Activity scope

This document relates to student participation in Pole Vault training and competition as a curriculum activity.

**Pole vaulting is unsuitable for class groups. Students who show promise may be chosen for development in small, specialised groups. This must be performed at an accredited sporting facility with suitable pole vaulting facilities.**



## 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"/>	<b>Extreme</b> High chance of a serious incident resulting in highly debilitating injury	<input checked="" type="checkbox"/> Consider alternatives to doing the activity. <input checked="" type="checkbox"/> A <i>Curriculum Activity Risk Assessment</i> must 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 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

**Extreme** — High chance of a serious incident resulting in highly debilitating injury

**For a registered teacher or a leader other than a registered teacher:**

- Expertise (prior experience) in pole vault, and certification incorporating all of the requirements of the pole vault section of the Level Two jumps/Advanced club coach or Advanced junior coach qualifications from [Athletics Australia](#)

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 landing area for the pole vault should measure not less than six metres long by six metres wide and should contain sufficient materials to adequately reduce shock on landing.	<input type="checkbox"/>	<input type="checkbox"/>
The height of the landing mats to be 80 centimetres	<input type="checkbox"/>	<input type="checkbox"/>
The uprights should be only 10 centimetres from the mats	<input type="checkbox"/>	<input type="checkbox"/>
This activity <b>must</b> be performed at an accredited sporting facility with suitable pole vaulting facilities.	<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 <a href="http://athleticsaustralia.com.au">Athletics Australia</a> Have these been considered during the planning of this activity?	<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
<b>Environmental conditions</b> <ul style="list-style-type: none"> <li>• Weather</li> <li>• Surfaces</li> <li>• Surrounds</li> </ul>	<ul style="list-style-type: none"> <li>• Assess weather conditions before and during activity (temperature, storms etc.)</li> <li>• Assess suitability of throwing area (level, debris, pot holes/divots in ground, line markers etc.)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Equipment</b> <ul style="list-style-type: none"> <li>• Poles</li> <li>• Cross bars</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that rules, safety procedures and prerequisite skills are outlined before students participate.</li> <li>• Follow progressive and sequential skill development.</li> <li>• Check all equipment before use. Ensure that there are no chips or deep scratches in the fibreglass of poles. Strapping tape should be used on poles to ensure a good grip.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Heights/falling</b> <ul style="list-style-type: none"> <li>• Landing off mats</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure sufficient mats and padding of appropriate thickness and density are available. The minimum thickness of the landing area for pole vault should be 800 millimetres.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Physical exertion</b> <ul style="list-style-type: none"> <li>• Sprains</li> <li>• Strains</li> <li>• Exhaustion and fatigue</li> </ul>	<ul style="list-style-type: none"> <li>• Have appropriate warm-up and warm-down activities.</li> <li>• Ensure that rules, safety procedures and prerequisite skills are outlined before students participate.</li> <li>• Follow progressive and sequential skill development.</li> <li>• Continuously monitor students for signs of fatigue and exhaustion.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Students</b> <ul style="list-style-type: none"> <li>• Special needs</li> <li>• High risk behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to Individual education plan/Educational adjustment plan/Behaviour management plan and other student documents.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	

Hazards/risks	Control measures	Yes	No	Implementation plan / Additional controls
<ul style="list-style-type: none"> <li>Medical conditions</li> <li>Student numbers</li> </ul>	<ul style="list-style-type: none"> <li>Obtain parental permission, including relevant medical information.</li> <li>Where necessary, obtain advice from relevant advisory visiting teachers or specialist teachers.</li> <li>When students with medical conditions are involved, ensure that relevant medical/emergency plans and medications are readily available (insulin, Ventolin, EpiPen, etc.)</li> <li>Ensure there is adequate adult supervision.</li> </ul>	<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 <i>School Curriculum Activity Register</i> by administrative staff.	Reference no.

<b>Monitor and review</b> <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](http://education.qld.gov.au/health/pdfs/healthsafety/infection_control_guideline.pdf)
- HLS-PR-005: Health and Safety Incident Reporting 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> QLD School Sport Unit  
[www.schoolsport.qld.edu.au](http://www.schoolsport.qld.edu.au)
- Get Active Queensland Accreditation Program  
<http://www.sportrec.qld.gov.au/CommunityPrograms/Schoolcommunity/GetActiveQueenslandAccreditationProgram/Courseinformation.aspx>
- Athletics Australia  
<http://www.athletics.com.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.