

# Curriculum activity risk assessment

## Skateboarding

clever • skilled • creative

### Activity scope

This document relates to student participation in Skateboarding as a curriculum activity. Skateboarding refers to both freestyle and ramp skateboarding.

### 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?
- 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"/>	<b>Medium</b> 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 checked '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:

- National Coaching Accreditation Scheme (NCAS) Level One Skateboard coaching course  
**OR**  
 Competence (demonstrated ability/experience to undertake the activity) in the teaching of skateboarding

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.

#### For a leader other than a registered teacher:

- NCAS Level One Skateboard coaching course*

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 following protective equipment: <ul style="list-style-type: none"> <li>• a safety helmet similar to a helmet used for rock climbing</li> <li>• soft-soled footwear</li> <li>• Appropriate safety equipment for knee and elbow protection</li> <li>• wrist guards, gloves and padded pants when learning difficult tricks</li> </ul>	<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="#">Skateboarding 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>Biological material</b> <ul style="list-style-type: none"> <li>• Body fluids (e.g. blood, saliva, sweat)</li> </ul>	<ul style="list-style-type: none"> <li>• Adhere to <a href="#">Infection Control Guideline</a>. 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.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Environmental conditions</b> <ul style="list-style-type: none"> <li>• Weather</li> <li>• Surfaces</li> <li>• Surrounds</li> <li>• Equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Assess weather conditions before and during activity (e.g. temperature, storms).</li> <li>• Assess suitability of surrounds.</li> <li>• Ensure that all local regional council requirements in relation to venue use and noise control are adhered to.</li> <li>• Check surrounds for loose items, debris and hazards.</li> <li>• Erect barriers to stop runaway boards.</li> <li>• Encourage students to keep their boards in good repair.</li> <li>• Prohibit behaviour which could cause interference to other skateboarders or cause others to fall.</li> <li>• Ensure that the surface is hard and flat (e.g. concrete, bitumen or wood).</li> <li>• Ensure that the surface is free from obstructions and loose objects.</li> <li>• Ensure that all rails are secure and stable.</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>• Ensure that ledges and boxes are free from split edges or corners.</li> <li>• Ensure that sufficient padding and protective material is in place on posts and walls.</li> <li>• Ensure that any ramp is positioned to minimise the effect of sun/ glare for skaters.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Physical contact</b> <ul style="list-style-type: none"> <li>• Breaks/sprains</li> <li>• Cuts, abrasions and grazes</li> <li>• Concussion</li> <li>• Accidental 'bumping'</li> </ul>	<ul style="list-style-type: none"> <li>• Provide instruction in rules, safety procedures and prerequisite skills before students participate.</li> <li>• Monitor student numbers and available space.</li> <li>• Define an area for beginner skateboarders.</li> <li>• Warn students that when their hands are on the floor surface there is a risk of injury from other skaters.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Physical exertion</b> <ul style="list-style-type: none"> <li>• Strains and sprains</li> <li>• Cramps</li> <li>• Exhaustion and fatigue</li> </ul>	<ul style="list-style-type: none"> <li>• Have appropriate warm-up and warm-down activities.</li> <li>• Follow progressive and sequential skills development.</li> <li>• Have ice packs available.</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>• Student numbers</li> <li>• Special needs</li> <li>• High risk behaviours</li> <li>• Medical conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Obtain parental permission, including relevant medical information.</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>• Refer to Individual education plan/Educational adjustment plan/Behaviour management plan and other student documents.</li> <li>• Where necessary, obtain advice from relevant advisory visiting teachers or specialist teachers.</li> <li>• Ensure there is adequate adult supervision.</li> </ul>	<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

<b>Submitted by:</b>	<b>Date:</b>
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/>
- HLS-PR-005: Health and Safety Incident Reporting and Notification  
<http://education.qld.gov.au/strategic/epr/health/hlspr005/>
- SCM-PR-002: School Excursions  
<http://education.qld.gov.au/strategic/epr/schools/scmpr002/>
- HLS-PR-013: Developing a Sun Safety Strategy  
<http://education.qld.gov.au/strategic/epr/health/hlspr013/>
- HLS-PR-006: Managing Occupational Risks with Chemicals  
<http://education.qld.gov.au/strategic/epr/health/hlspr006/hs16.pdf>
- 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)
- HRM-PR-010: Working with Children Check – Blue Cards  
<http://education.qld.gov.au/strategic/epr/hr/hrmpr010/>
- Skateboarding Australia  
<http://www.skateboardingaustralia.org.au/About-Us/about-us>

### 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/epr/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 Consultant