

Curriculum activity risk assessment

Softball

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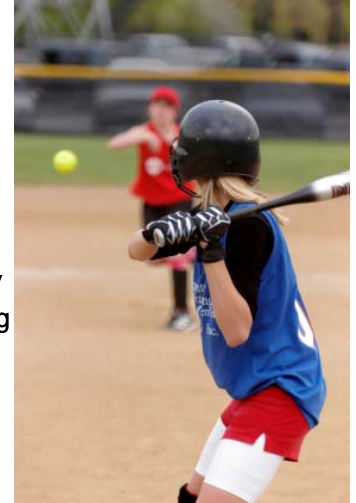
Activity scope

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

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"/>	Medium	Some chance of an incident and injury requiring first aid. <ul style="list-style-type: none"> <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.):



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 2 coaching qualifications

OR

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

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:

Another adult with Level 2 coaching qualifications from [Softball 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"/>
Helmets that cover both ears for batters; helmets, face masks, throat and chest protectors and leg guards for catcher and umpire; all catchers should also wear a protector/box	<input type="checkbox"/>	<input type="checkbox"/>
Facilities that adhere, as close as practicable, to International Softball Federation regulations	<input type="checkbox"/>	<input type="checkbox"/>
Minimum clearance of 7.62 metres outside the foul boundary line is recommended. Refer to Softball Australia	<input type="checkbox"/>	<input type="checkbox"/>
Some suggested alternate controls where minimum boundary clearance is not met: <input type="checkbox"/> Reduce the size of the playing field to achieve an adequate clearance zone. <input type="checkbox"/> Remove spectators/dangerous obstacles within the clearance zone. <input type="checkbox"/> Provide instructions to the officials/supervisors and players about the limited clearance zone. <input type="checkbox"/> Station supervisors near any obstacles within the clearance zone. <input type="checkbox"/> Pad obstacles (e.g. poles, posts, sharp edges) to provide impact protection.		
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 Softball Australia , International Softball 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 all players must wear shoes. The soles may be either smooth or have soft or hard rubber cleats. Metal cleats should not be worn. If students are wearing metal cleats, ensure the rules and standards of the International Softball Federation are adhered to. 	<input type="checkbox"/>	<input type="checkbox"/>	
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. Cover rules, safety procedures and prerequisite skills before students play the game. Follow progressive and sequential skill development. Modify games to match the skill and fitness levels of students. 	<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"> 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 there is adequate adult supervision. 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.) 	<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

Approved as submitted:

Approved with the following condition(s):

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

- HLS-PR-012: Curriculum Activity Risk Management
<http://education.qld.gov.au/strategic/epr/health/hlspr012/>
- 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/>
- Queensland School Sport Unit
www.schoolsport.qld.edu.au
- 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](#). (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 Consultants.